

**THE CORRELATION BETWEEN STUDENTS' GRAMMAR MASTERY  
AND THEIR ABILITY IN WRITING NARRATIVE PARAGRAPH  
AT THE SECOND YEAR OF SMAN 1 KUANTAN HILIR  
KUANTAN SINGINGI REGENGY**



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PEKANBARU  
1432 H/2011 M**

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A Thesis  
Submitted to Fulfill One of the Requirements  
for Bachelor Degree in English Education  
(S.Pd.)



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## ABSTRACT

The title of this research is “The Correlation between Students’ Grammar Mastery and Their Ability in Writing Narrative Paragraph at The second Year Students’ of SMAN 1 Kuantan Hilir of Kuantan Singingi Regency”. The research has three formulations of the problems that how students’ grammar mastery is, how students’ ability in writing narrative paragraph is, and whether or not there is a significant correlation between students’ grammar mastery and their ability in writing narrative paragraph.

The objective of the research is only to find out the correlation between students’ parallel structure mastery and their ability in writing narrative paragraph at the second year of SMAN 1 Kuantan Hilir. The research was carried out at SMA N 1 Kuantan Hilir. It was conducted from January 7, to March 7, 2011. The subject of the research was the second year students of SMAN 1 Kuantan Hilir. The population of this research was 223 students and the sample was 32 students. The technique used in taking the sample is proportional random sampling technique.

In collecting the data, the writer used test for both of the variables in this research. The test for students’ parallel structure mastery was given after the try out, and then the writer gave the test of students’ ability in writing narrative paragraph. In analyzing the data, the researcher used graduated standard of English lesson that used by the English Teacher of SMAN 1 Kuantan Hilir. In order to know the significant correlation between the two variables, the scores were analyzed by using Pearson Product Moment Formula by using SPSS 16.0 version.

From the research findings, the score of Pearson product moment ( $r$ ) is 0.650 and the writer compared to  $r_{table}$  at 5% and 1%, ( $df = 30$ );  $0.349 < (0.650) > 0.449$ . It can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. It means that there is a significant correlation between students’ grammar (parallel structure) mastery and their ability in writing narrative paragraph at the second year of SMAN 1 Kuantan Hilir.

صافيانا (2011): استيعاب الطلاب في قواعد اللغة في ارتباطها بقدرتهم على كتابة الفقرة القصية لطلبة الصف الثاني بالمدرسة المتوسطة العليا الحكومية 1 كوانتان هيلير منطقة كوانتان سيغيغي.

لهذا البحث ثلاثة رموز المشكلة وهي: كي كان استيعاب الطلاب في قواعد اللغة، كيف كانت قدرتهم على كتابة الفقرة القصية و هل هناك الارتباط الهام بين استيعاب الطلاب في القواعد اللغة و قدرتهم على كتابة الفقرة القصية.

اهدفت هذا الدراسة لمعرفة الارتباط بين استيعاب الطلاب في قواعد اللغة و قدرتهم على كتابة القصية لطلبة الصف الثاني بالمدرسة المتوسطة العليا الحكومية 1 هيلير منطقة كوانتان سيغيغي. أجريت هذه الدراسة في التاريخ السابع من يناير إلى التاريخ 2011. ومجموع الأفراد في هذه الدراسة 233 طالب و عدد العينات 32 ريقة العينات العشوائية المتناشقة في اخذ العينات لهذا البحث.

ثم استخدم الباحث الاختبار للمتغيرين في جمع البيانات. استيعاب الطلاب في قواعد اللغة بعد التجربات ثم قام الباحث بتقديم الاختبار لمعرفة قدرة الطلاب على كتابة الفقرة القصية. ثم لتحليل البيانات استخدم الباحث معيار النجاح لدرس اللغة الإنجليزية ما استخدمها مدرس اللغة الإنجليزية بالمدرسة المتوسطة العليا الحكومية 1 كوانتان هيلير منطقة كوانتان سيغيغي. ولمعرفة الارتباط الهام بين المتغيرين السابقين تحلل النتائج المكتسبة باستخدام الرموز لحظة الإنتاج الشخصية خلال البرنامج س. . . 16.0.

ما وجد في هذا البحث فتكون النتائج من لحظة الإنتاج الشخصية  $0.748 =$  و يقارنه الباحث بـ الجدول للمستوى 5  $1$   $(df = 30)$ :  $0.349 < (0.748) < 0.449$ . حتى يكون الاستنباط أن الفرضية الصفرية مرفوضة و الفرضية البديلة مقبول. إذ هناك الارتباط الهام بين استيعاب الطلاب في قواعد اللغة و قدرتهم على كتابة الفقرة القصية لطلبة الصف الثاني بالمدرسة المتوسطة العليا الحكومية 1 كوانتان هيلير منطقة كوانتان سيغيغي.

## ABSTRAK

Judul dari penelitian ini adalah “Hubungan antara penguasaan tata bahasa siswa dan kemampuan mereka dalam menulis paragraf narasi pada siswa kelas dua SMAN 1 Kuantan Hilir Kabupaten Kuantan Singingi”. Penelitian ini mempunyai tiga rumusan masalah yaitu; bagaimana penguasaan tata bahasa siswa, bagaimana kemampuan siswa dalam menulis paragraf narasi, dan apakah ada hubungan yang signifikan antara penguasaan tata bahasa siswa dan kemampuan mereka dalam menulis paragraf narasi.

Tujuan dari penelitian ini adalah hanya untuk menemukan hubungan antara penguasaan parallel structure siswa dan kemampuan mereka dalam menulis paragraf narasi pada siswa kelas dua SMAN 1 Kuantan Hilir. Penelitian dilaksanakan di SMAN 1 Kuantan Hilir. Ini dilaksanakan pada tanggal 7 Januari s/d 7 maret 2011. Jumlah populasi dari penelitian ini adalah 223 siswa dan sampelnya berjumlah 32 siswa. Teknik yang digunakan dalam pengambilan sampel adalah teknik proportional random sampling.

Dalam pengumpulan data, penulis menggunakan tes untuk kedua variable dalam penelitian ini. Tes untuk mengetahui penguasaan parallel structure siswa diberikan setelah uji coba, dan kemudian penulis memberikan tes untuk mengetahui kemampuan siswa dalam menulis paragraf narasi. Dalam menganalisis data penulis menggunakan Standar Kelulusan mata pelajaran Bahasa Inggris yang digunakan oleh guru mata pelajaran Bahasa Inggris SMAN 1 Kuantan Hilir. Untuk mengetahui hubungan yang signifikan antara kedua variabel tersebut, nilai yang diperoleh dianalisis menggunakan rumus Pearson Product Moment melalui SPSS versi 16.0.

Berdasarkan hasil temuan penelitian, nilai dari Pearson Product Moment adalah  $r = 0.650$  dan penulis membandingkan dengan  $r$  tabel pada taraf signifikan 5% dan 1%, ( $df = 30$ );  $0.349 < (0.650) > 0.449$ . Sehingga bisa disimpulkan bahwa  $H_0$  ditolak dan  $H_a$  diterima. Bisa diartikan ada hubungan yang signifikan antara penguasaan tata bahasa (parallel structure) siswa dengan kemampuan mereka dalam menulis paragraf narasi pada siswa kelas dua SMAN 1 Kuantan Hilir Kabupaten Kuantan Singingi.

## **LIST OF CONTENT**

<b>SUPERVISOR APPROVAL .....</b>	
<b>EXAMINER APPROVAL .....</b>	
<b>ACKNOWLEDMENT .....</b>	
<b>ABSTRACT.....</b>	
<b>LIST OF CONTENT .....</b>	
<b>LIST OF TABLE .....</b>	
<b>LIST OF CHART .....</b>	
<b>CHAPTER I INTRODUCTION.....</b>	
A. The Background of the Problem .....	
B. The Problem .....	
1. The Identification of the Problem.....	
2. The Limitation of the Problem .....	
3. The Formulation of the Problem .....	
C. The Reason for Choosing the Title .....	
D. The objective and The Significant of the Research .....	
1. The Objective of the Research .....	
2. The Significance of the Research .....	
E. The Definition of the Term .....	
<b>CHAPTER II LITERATURE REVIEW.....</b>	
A. The Theoretical Framework .....	
1. The Nature of Writing Ability.....	
2. Teaching Writing .....	
3. The Nature of Paragraph in Writing.....	
4. The Nature of Narrative Paragraph .....	
5. The Concept of Grammar.....	
6. The Influence of Grammar towards Students' Ability in Writing Narrative Paragraph .....	
B. The Relevant Research .....	
C. The Operational Concept .....	32

## **SUPERVISOR APPROVAL**

The thesis entitled “*The Correlation between Students’ Grammar Mastery and Their Ability in Writing Narrative Paragraph at the Second Year of SMAN 1 Kuantan Hilir Kuantan Singingi Regency*” is written by Syopiana, NIM. 10714000778. It is accepted and approved to be examined in the meeting of final examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

Pekanbaru, Rabiul Akhir 16, 1432 H  
March 21, 2011 M

Approved by

The Chairperson of the Department  
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## EXAMINER APPROVAL

The thesis entitled “*The Correlation between Students’ Grammar Mastery and Their Ability in Writing Narrative Paragraph at the Second Year of SMAN 1 Kuantan Hilir Kuantan Singingi Regency*” is written by Syopiana, NIM. 10714000778. It has been approved and examined by the examination committee of undergraduate degree on May 3, 2011 M/Jumadil Ula 29, 1432 H at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau as one of requirements for Undergraduate Degree (S.Pd.) in English Education.

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The title of this thesis is the correlation between students' grammar mastery and their ability in writing narrative paragraph at the second year students of SMAN 1 Kuantan Hilir Kuantan Singingi Regency.

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Finally, the writer really realizes that there are many weaknesses on the thesis. Therefore, constructive critiques and suggestions are needed to improve this thesis.

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Pekanbaru, March 15, 2011

The writer

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## CHAPTER I

### INTRODUCTION

#### A. The Background of the Problem

In Senior High school level, writing narrative paragraph is one of the important materials in Teaching-Learning English. According to M. Syafi'i (2007)<sup>1</sup>, narration is storytelling. It tells a true story or fictions. A narrative essay gives an account of one or more experiences. It tells a story to make a point or to explain an idea or event. The ability to write narrative paragraphs is one of the abilities in writing, of course using grammatical structure. The students need to know about grammar in order to create a sentence in their narrative paragraph.

The existence of grammar in the process of teaching and learning English is very important, especially for the writing skill. Mastering grammar in writing is able to help the students arrange the sentences in writing paragraph. Moreover, sentences, information, and messages with a good grammatical form will be an arrangement easily understood by the readers. According to Richards (2002)<sup>2</sup> there are two good reasons for teaching carefully selected points of grammar. Both of them are comprehensibility and acceptability. Knowing how to build certain structures makes it possible to communicate common types of meaning successfully without these structures, it is difficult to make comprehensible sentences. This condition indicates a strongly considered reason to master grammar in written language. It is not only taught through teachers' manual

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<sup>1</sup>M. Syafi'i S. *The Effective Paragraph Developments; The Process of Writing for Classroom Settings*. (Pekembangan: Lembaga Bimbingan Belajar Syaf Intensive, 2007) , p. 53

<sup>2</sup>Jack C Richards., et al. *Methodology in Language Teaching*. (USA: Cambridge University Press, 2002), p. 151

explanations but also through the sources that are available in students' text books.

Moreover, these are also suitable with the stated syllabus in School-Based Curriculum (KTSP) target as well as the target expected by the school. According to School-Based Curriculum (2006)<sup>3</sup>, the standard competence of learning English refers to the capability of using and comprehending sentence as well as understanding various texts (genre) by identifying the language characteristics of each genre. It is supported by the stated School-Based Curriculum Syllabus at the Second Year Students of Senior High School especially in writing skill (2009)<sup>4</sup>, namely the basic competence refers to the students' ability to express the meaning in monolog text or essay by using various written language accurately, fluently, and contextually in the text form; *report, narrative, and analytical exposition*. In writing narrative form, the students should be able to identify and use the commonly language features of narrative, such as; *the use of action verb; the use of adverbs, adjectives, noun phrase; the use of past form; the use of conjunctions; and the use of reported speech*. It is also stressed in the students' textbook of 2<sup>nd</sup> year that the grammatical feature of narrative are; *the use of simple past tense, and the use of conjunctions, and adverbs, nouns, adjectives and adverbs*<sup>5</sup>.

Based on the preliminary study of the writer, the second year students of SMA N 1 Kuantan Hilir in Kuantan Singingi regency who use the School-Based

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<sup>3</sup>Depdiknas. 2006. Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006

<sup>4</sup>Tim Penyusun. Silabus kelas XI semester 1. (Unpublished: 2009).

<sup>5</sup>Sudarwati & Eudia Grace. *Look Ahead an English Course for Senior High School Students Year XI*. (Jakarta: Erlangga, 2006),

Curriculum have also been taught both genre and grammar since the first year of English teaching period. Actually, In SMAN 1 KuantanHilir, English is taught twice a week with time duration about 45 minutes. The students have been taught and recognized with kinds of genre especially narrative text by using grammar well in their narrative writing. Moreover, they are also guided to analyze the grammatical structure in their reading texts in various genre types by using some techniques. Generally, the teacher reviewed the characteristics of the texts based on genre given including the kinds of the text, the purpose of the text, the text organization, and the language feature of the text. Then, teacher asked students to write simple text individually by considering the language feature of the text especially narrative based on the time given. After that, teacher would give feedback toward students' writing. Based on the description above, the students have been taught writing maximally. This condition, possibility describes that ideally, the second year students of SMA N 1 KuantanHilir should be able to write narrative paragraph with a good grammar. In short, they do not have problem with the use of grammar in their narrative paragraph anymore, but in fact, what is expected is still far from the target of the school. The writer founds several problems as long as her preliminary study. Most of the students got low score in writing. The problem of the students can be seen in the following phenomena:

1. Some of the students are not able to use *adjectives* in writing narrative paragraph.
2. Some of the students are not able to use *conjunctions* with parallelism correctly in their narrative paragraph.

3. Some of the students are not able to use *noun phrase* in writing narrative paragraph.
4. Some of the students are not able to use *past form* as a language characteristic of narrative paragraph.
5. Some of the students are not able to use *adverbs* in writing narrative paragraph.

Based on the phenomena above, considering the importance of the grammar existence in writing for the Senior High School students at the second year students of SMA N 1 Kuantan Hilir, Writer is interested in conducting the problem into a research, entitled: **“THE CORRELATION BETWEEN SRUDENTS’ GRAMMAR MASTERY AND THEIR ABILITY IN WRITING NARRATIVE PARAGRAPH AT THE SECOND YEAR OF SMA N 1 KUANTAN HILIR OF KUANTAN SINGINGI REGENCY”**

## **B. The Problem**

### **1. The Identification of the Problem**

Based on the background of the problem, it is very clear that most of the students at the second year of SMA N 1 Kuantan Hilir still get some problems in their writing ability, especially in narrative. To make it clear, the problems are identified as follows:

1. Why are some of the students unable to use *adjectives* in writing narrative paragraph?
2. What factors make students unable to use *conjunction* with parallelism correctly in their narrative paragraph?

3. What makes some of the students get difficulties to use *noun phrase* in their narrative paragraph?
4. Why are some of the students unable to use *past form* as a language characteristic of narrative paragraph?
5. What makes some of the students unable to use *adverbs* in writing narrative paragraph?

## **2. The Limitation of the Problem**

Because the problems are quite broad, the writer limits the problem of the research only to find out the correlation between the students' Parallel Structure mastery; (1) *Parallel structure with coordinate conjunction (and, but, or)*, (2) *Parallel structure with paired conjunction (both... and..., and ...not only...but also...)* and their writing ability in writing narrative paragraph at the second year students of SMA N 1 Kuantan Hilir

## **3. The Formulation of the Problem**

Based on the limitation of the problem stated above, the research questions are formulated into the following questions:

1. How is the students' parallel structure mastery?
2. How is the students' ability in writing narrative paragraph?
3. Is there any significant correlation between students' parallel structure mastery and their ability in writing narrative

paragraphs at the second year students of SMA N 1  
KuantanHilir?

### **C. Reason for Choosing the Title**

The reasons why the writer is interested in carrying out the research on the topic above is based on several considerations:

1. The writer is interested in conducting this research because mastering parallel structure as a language characteristic of narrative will help students to write their narrative paragraph.
2. The topic is relevant to the writer as an English student of English Education Department of State Islamic University of Sultan SyarifKasim Riau.
3. As far as the writer concerns, this research title has never been investigated by other researchers yet.

### **D. The Objective and the Significance of the Research**

#### **1. The Objectives of the Research**

Based on the formulation of problems above, the writer states the objectives of research as follows:

1. To find out how the students' parallel structure mastery is.
2. To find out how the students' ability in writing narrative paragraph is.
3. To find out whether there is a significant correlation between students' parallel structure mastery and their ability in writing narrative paragraph or not.



## **2. The Significance of the Research**

The research is very important because it will contribute and carry out for the following necessities, they are:

1. To fulfill one of the requirements for the writer to complete her undergraduate degree program at English Education Department of Education and Teacher Training Faculty of State Islamic University of SulatanSyarifKasim Riau.
2. Theoretically, the writer can get information from this research that can be very useful to enlarge her knowledge, especially the existence of grammar (parallel structure) in writing narrative paragraph.
3. To provide some information for the students as well as the English teacher related to their weakness in understanding parallel structure in writing, so they will find solutions in order to master it.

## **E. The Definition of the Terms**

To simplify the process of designing the application of the research, and to avoid misunderstanding and misinterpretation, it is necessary to define the operational definition terms in this research as follows:

### **1. Correlation**

A correlation is a statistical test to determine the tendency or pattern for two (or more ) variables or two sets of data consistently. In the case of only two variables, this means that two variables share common variance, or they co-

vary together(Creswell,2008)<sup>6</sup>.In this research, Correlation means the relationship between the parallel structure mastery and writing narrative text ability.

## **2. Mastery**

Mastery means a condition of having complete control of knowledge (Hornby, 1974)<sup>7</sup>. In this research, Mastery means the students' knowledge about parallel structure.

## **3. Ability**

Ability is capacity or power to do something physical or mental (Hornby, 1974)<sup>8</sup>. In this research, ability means skill how to write a good narrative paragraph.

## **4. Parallel structure**

Parallel structure is the use of conjunction to connect words or phrase that has the same grammatical function in a sentence (Reid, 1989)<sup>9</sup>. In this research, parallel structure will be categorized into three kinds; *parallel structure with coordinate conjunction and parallel structure with paired conjunction*.

## **5. Narrative**

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<sup>6</sup>John W. Creswell. *Educational Research; Planning, Conducting, And Evaluating Quantitative and Qualitative Research*. (New Jersey: Pearson Education International, 2008) p. 356

<sup>7</sup>AS. Hornby. *Oxford Advanced Learners Dictionary of Current English*. (Oxford: Oxford University Press. 1974), p. 624

<sup>8</sup>AS. Hornby. *Oxford Advanced Learners Dictionary of Current English*. Oxford: Oxford University Press, 1974), p. 2

<sup>9</sup>Joy M. Reid. *The process of composition*. (Englewood cliffs, New Jersey: Prentice Hall Regents, 1988), p. 211

Narrative is telling or relating the occurrences or a series of events (Syafi'i et al, 2007)<sup>10</sup>. In this research, it means the students write simple narrative paragraphs by using parallel structure.

## **6. Paragraph**

According to Simon and Schuster (2003)<sup>11</sup>, paragraphs are the foundation of writing. They are tools that help writers build ideas. Great paragraphs are created with clear, strong, active sentences, effectively expressed in what you are trying to say.

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<sup>10</sup>M. Syafi'i S., et al. *The Effective Paragraph Developments; The Process of Writing for Classroom Settings*. (Pekembangan: LBSI (Lembaga Bimbingan Belajar Syaf Intensive, 2007), p. 16

<sup>11</sup>Simon & Schuster. *Essay Writing Step-by-Step*. (New York: Simon & Schuster, 2003), p. 45-50.

## CHAPTER II

### LITERATURE REVIEW

#### A. The Theoretical Framework

##### 1. The Nature of Writing Ability

Writing is the one of the four language skills and it is the most important process in learning English. It can not be separated with every learning process experienced by the students as long as they are still in educational process. According to KalayoHasibuan (2007)<sup>1</sup>, writing is both process and product. We learn to write by writing. Moreover Grenville (2001)<sup>2</sup> also points out that No one's born knowing how to write but it is a skill that most people can learn, and the more you do it, the easier it becomes. It is also stressed by Simon (2003)<sup>3</sup> good writing does not happen overnight. It involves a process. As one of the important skills process, writing allows the students to master every category that can give good influence to their writing ability in each level of Educations. One of the categories to master the writing skill is through the mastery of grammar. Brown (1994)<sup>4</sup> describes that grammar is a system of rules governing the conventional arrangement and relationship of word in a sentence.

Furthermore, the grammar aims at presenting a precise and explicit form produced in sentences suited with the situations of what, when, where, and how the language is used. This condition indicates a strongly considered reason to

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<sup>1</sup>Kalayo Hasibuan and Muhammad Fauzan A. *Teaching English as Foreign Language (TEFL)*. (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), p. 127

<sup>2</sup>Kate Grenville . *Writing from Start to Finish*. (Australia: Allen and Unwin, 2001), p. 2

<sup>3</sup>Simon and schuster. *Essay Writing Step by Step*. (New York: Kaplan, 2003), p. 8

<sup>4</sup>H. Douglas Brown . *Teaching by Principle: an Interactive Aproach to Language Pedagogy*. (Englewood Cliffs, New Jersey: Prentice Hall, Inc, 1994), p. 347

master grammar in written language. According to Lane (1993)<sup>5</sup>, sentence-structure errors are global (more serious) errors. As such, they not only cause readers great difficulty in understanding a piece of writing but also are highly noticeable to readers. It is clear that the grammar includes a system of rules that specifies structure of each sentence. It is available to understand the information and messages communicated in written form.

Besides that, Grenville (2001)<sup>6</sup> also states that any piece of writing will be trying to do at least one of the following things:

a. Writing to entertain

It does not necessarily make the readers laugh, but it at least engage their feelings in some ways.

b. Writing to inform

It tells the reader about something. These kinds of writing can also be entertaining in the sense that they are good readers. But entertaining the reader is not their main purpose, that just a bonus. The examples of writing to inform are newspaper articles, scientific reports, and procedures, etc.

c. Writing to persuade

It tries to convince the reader of something. This includes advertisements, some newspaper and magazine, articles, etc. This type of writing might include your opinion, but as part of a logical case

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<sup>5</sup>Janet Lane and Ellen Lange. *Writing Clearly*. (Boston: Heinle & Heinle Publishers, 1993), p. 88

<sup>6</sup> Kate Grenville. *Writing from Start to Finish: A six-Step Guide*. (Australia: Allen & Unwin, 2001), p. 1-2

backed up with evidence, rather than just as an expression of your feelings.

According to Elbow (2000)<sup>7</sup>, there are four kinds of audience as follows:

- 1) Audience with the Authority, e.g., teachers, editors, supervisors, employers
- 2) Audience of peer
- 3) Audience of allies-who particularly care for the writer
- 4) Audience of self alone-private writing

More specifically, knowing the audience will help the students to determine the following: How formal or informal to be, how much technical language they should include, how much detail to include, and how many statistical facts to include.

Besides purpose and audience, the students need five components to construct writing such as content, organization, vocabulary, language use and mechanics. Those components are needed to create effective writing.

#### 1. Content

Content is one of the writing components that discusses about knowledgeable, substantive, thorough development of thesis, and relevant to assigned topic (2000)<sup>8</sup>

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<sup>7</sup> Peter Elbow. *Everyone Can Write: Essays toward a Hopeful Theory of Writing Teaching Writing*. (New York: Oxford University Press, 2000), p. 28-29

<sup>8</sup> Jane B. Hughey, et al. *Teaching ESL Composition: Principles and Techniques*. (Massachusetts: Newbury House Publishers, Inc, 1983), p. 141-142

## 2. Organization

Organization is one of the components in writing that tells about the systematic of ideas or flow of ideas. According to Alice Oshima and Ann Hoque (1991)<sup>9</sup>, there are four common kinds of organization such as chronological order, logical division of ideas, cause and effect order and comparison and contrast order.

## 3. Vocabulary

According to Richard, et al (2002)<sup>10</sup>, vocabulary is a set of lexemes, including single words, compound words and idioms.

## 4. Language Use

Shiach (2009)<sup>11</sup> discusses in his book that writing essays is a structured and clear way, so that the reader/assessor can follow what you are trying to say is a very important factor in the assessment grade you achieve. Another important factor is the accuracy of what you write. By accuracy, we mean not only the clarity of the expression but also the correctness of usage in terms of grammar. If you make too many grammatical errors in your writing, this will create the wrong impression.

## 5. Mechanics

In the component of mechanics, there are two common terms used, they are spelling and punctuation. In writing, the correct usage of spelling is

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<sup>9</sup>Alice Oshima and Ann Hoque. *Writing Academic English*. Third Ed. (New York: Addison Wesley Longman, 1991), p. 122

<sup>10</sup>Jack C. Richards, et al. *Longman Dictionary of Language Teaching and Applied Linguistics*. (London: Pearson Education Limited, 2002), p. 580

<sup>11</sup>Don Shiach. *Essay a Step-by-Step Guide for All Levels, With Sample Essays*. (Oxford: How To Content Ltd, 2009), p. 133

needed in order to get the right meaning of the essay. Besides spelling, punctuations are also important in writing. One of the most important functions of the punctuation system is to reveal structure<sup>12</sup>. Both for the reader and the writer, it is an important aid in grasping the organization and the function of a text.

Moreover, writing ability is specific ability which helps writers to put their ideas into words in meaningful form and to interact with the message (2005)<sup>13</sup>.

According to Maria Pinto (2005)<sup>14</sup>, it is a skill which obliges the learners to be even more aware of the potential of language because it can exist on its own, and because it may contribute to logical organization.

This ability cannot be acquired easily; it takes long and complete process. According to Rijlaarsdam and Bergh (2005)<sup>15</sup>, there are two principles in maximizing the acquirement of writing ability. First, practices make perfect. The aim of learning is fluency obtained after the basic skills and strategies are acquired. Practicing helps the learners to get fluency by integrating the components into the execution of the task. Second, similarity of task, it means when the students learn to write an essay, they must write an essay. It should be similar.

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<sup>12</sup>Sofia A. Vernon, et al. "Rewriting to introduce punctuation in the Second grade: a didactic approach". *Effective Learning and Teaching of Writing: A Handbook of Writing in Education*. Second Edition. Vol 14. Gert Rijlaarsdam, et al. (Boston: Kluwer Academic Publishers, 2005), p. 48

<sup>13</sup>SIL International. "What are writing skills?" Version 4. 1999. p.1 (Retrieved on Mei 20, 2010) [www.sil.org/lingualinks/literacy/.../whatarewritingskills.htm](http://www.sil.org/lingualinks/literacy/.../whatarewritingskills.htm)

<sup>14</sup>Maria Da Graça L. C. Pinto. "Looking at Reading and Writing Through Language". *Effective Learning and Teaching of Writing: A handbook of Writing in Education*. Second Edition. Vol 14. Gert Rijlaarsdam, et al. (Boston: Kluwer Academic Publishers, 2005), p. 45

<sup>15</sup>Gert Rijlaarsdam and Huub Van Den Bergh. "Effective Learning and Teaching of Writing: Student involvement in the teaching of writing". *Effective Learning and Teaching of Writing: A handbook of Writing in Education*. Second Edition. Vol 14. Gert Rijlaarsdam, et al. (Boston: Kluwer Academic Publishers, 2005) p. 3-5



## 2. Teaching Writing

According to Christina and Mary (1976)<sup>16</sup>, writing is one way of providing variety in classroom procedures, and it also makes possible individualized work in large classes. Writing tends to increase retention and makes available sources for later reference. It provides a student with physical evidence of his achievements and becomes a source whereby he can measure his improvement. Additionally, writing is seen as a language skill which serves as *reinforcement of learning* grammatical and vocabulary knowledge served to achieve oral correctness. It is not surprising that most language programs deal with the teaching of writing by focusing on the development of language skills reflected in an emphasis on formal correctness of students' writing. Instruction typically involves imitation of what is thought to be appropriate sentences as well as their manipulation sentence combination or rework of problematic sentences.

Generally, there are three major teaching points in the writing of compositions. (1) Correct language form in the sentence level, (2) mechanics of punctuation, and (3) content organization. On the intermediate and advanced levels, the purpose of teaching writing is to teach the writing of research papers, reports, essay, and the like – objectives no different from the teaching of writing to native speakers. But writing also serves as reinforcement for reading. At this level, the teaching points of composition include some works on syntax and vocabulary, but the major emphasis is on rhetorical organization on the paragraph level as on the overall composition level.

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<sup>16</sup>Christina BrattJaulston& Mary Newton Bruder.*Teaching English as A Second Language Techniques and Procedures*. (Massachusetts: Winthrop Publishers, Inc, 1976), p. 203

### 3. The Nature of Paragraph in Writing

According to Simon and Schuster (2003)<sup>17</sup>, paragraphs are the foundation of writing. They are tools that help writers build ideas. Great paragraphs are created with clear, strong, active sentences, effectively expressed in what you are trying to say. They also states that it starts with a strong topic sentence. A topic sentence, then, could be described as the “backbone” of the paragraph. It determines the content, flow and style you want to communicate as done into the following:

a. Communicate one idea

The idea of your paragraph should be stated in the topic sentence. Keep it focused on one idea-if you are too broad, you are likely to lose your reader. You do not want your reader to have or to guess what the text will discuss. Even though in your mind things may be obvious, you can not assume the part of the reader.

b. Catch the reader’s attention

Good writing hinges on strong paragraphs and compelling themes. A topic sentence should catch the readers’ attention and limit the paragraph to one or two main points. The following are some usefull questions to make you sure that you are keeping the reader interested:

1. Have you challenged a routine idea or presented a familiar topic in a new way?
2. Does your writing evoke humor?

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<sup>17</sup>Simon & Schuster.*Essay Writing Step-by-Step*. (New York: Simon & Schuster, 2003), p. 45-50.

3. Have you probed people's memories?
  4. have you stimulated interest in something not often talked about?
  5. have you asked a question, or raised curiosity about something?
- c. Identify what the paragraph is about

A good paragraph communicates what will be discussed. It does not make the reader guess at the topic. In order to accomplish the task, the topic sentence should serve the direct order and content of the rest of the paragraph. Supporting sentences should present enough detailed information to support and explore the main idea stated in the topic sentence. A strong topic sentence can be rendered ineffective if the information surrounding is weak or irrelevant. To develop your topic sentences into intelligent, stimulating paragraphs, consider the following:

1. Examples provide evidence for the main idea
2. Facts provide concrete details
3. Reasoning provides the arguments for writer's point of view

Furthermore, According to Alice Oshima and Ann Hogue (1991)<sup>18</sup>, a paragraph has three major structural parts: a topic sentence, supporting sentences, and a concluding sentence.

a. Topic sentence

The topic sentence states the main idea of the paragraph. It not only names the topic of the paragraph, but also limits the topic to one or two

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<sup>18</sup>Alice Oshima & Ann Hogue. *Writing Academic English*. Third Edition. (New York: Addison Wesley Longman, 1991), p. 16.

areas that can be discussed completely in the space of a single paragraph.

The specific area is called the controlling idea.

b. Supporting sentences

Supporting sentences develop the topic sentence. That is, they explain the topic sentence by giving reasons, examples, facts, statistics, and quotations.

c. Concluding sentence

The concluding sentence signals the end of the paragraph and leaves the reader with important points to remember.

#### **4. The Nature of Narrative Paragraph**

A Narrative paragraph tells a story. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem. According to Sudarwati (2006)<sup>19</sup>, a narrative is a story containing the setting, the characters, problem(s), and solutions. The middle of a narrative is organized around a plot. The plot includes a series of episodes that is written by the author to hold our attention and to build excitements as the story progresses. The plot contains:

1. Introducing the characters of the story, the time and place the story happened. (Who/what, when, and where). (Orientation)

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<sup>19</sup>Sudarwati & Eudia Grace. *Look Ahead an English Course for Senior High School Students Year XI*. (Jakarta: Erlangga, 2006), p 35.

2. An initiating event, the event that starts the main character on a series of series of events to solve the problem. (Complication)
3. A series of events in which the main character attempts to solve the problem. (Resolution)

The purpose of this type of writing is to recount a personal or fictional experience or to tell a story based on a real or imagined event. In well-written narration, a writer uses insight, creativity, drama, suspense, humor, or fantasy to create a central theme or impression. The details of all work together to develop an identifiable story line are easy to be followed and paraphrased. In relation to the explanation above, Simon and Schuster (2003)<sup>20</sup> also state that:

Narration is storytelling. Whether it tells a true story or fiction, a narrative essay gives an account of one or more experiences. It tells a story to make a point or to explain an idea or event. As a result, this type of essay can be fun to read and even to write. Usually personal and often autobiographical, a narrative typically contains action, dialogue, elaborate details, and/ or humor.

Furthermore, According to M. Syafi'i (2007)<sup>21</sup>, all narratives have certain elements in common. They are:

1. Unfold over time

Time (chronological order) is most often the organizing principle in a narrative paragraph. Stories and events happen in a certain order, and this order must be communicated to the reader.

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<sup>20</sup>Simon and schuster. *Essay Writing Step by Step*. (New York: Kaplan, 2003), p. 139

<sup>21</sup>M. Syafi'i S. *The Effective Paragraph Developments; The Process of Writing for Classroom Settings*. (Pekenebaru: Lembaga Bimbingan Belajar Syaf Intensive, 2007) , p. 53

2. Have characters that display some types of emotion

A good narrative essay connects readers to some sorts of emotion felt by the essay's subject.

3. Center on events more than ideas

Narrative tells a story, but more precisely, it is a story that recounts events as they happened-in order to make a point. You are not just reporting the details of what happened; you want to apply a broader meaning to the event. In order to do this effectively, you must focus on events more than ideas.

4. Developing your narrative paragraph

In order to write a good narrative paragraph, you will have to consider some important points such as:

- a. Selecting an appropriate experience
- b. Deciding on details
- c. Organizing a narration
- d. Guiding your reader's interpretation of the experience

Moreover, the organizations of narrative are; the first, introduce the main character(s) in a setting of time and place, and alert the listener and/or reader to what is to follow (orientation). The second, tell the sequence of events, and then change in some way so that the events become a problem for one or more of the

characters (complication). The third, tell the situation when the problems are resolved (resolution)<sup>22</sup>.

According to Syaiful Bachry, there are several common grammatical features of narrative paragraph, it include:

1. Use of nouns to describe the particular people, animals, and things that the story is about;
2. Use of adjectives to build noun groups to describe the people, animals or things in the story;
3. Use of conjunctions to sequence events;
4. Use of past tense.

The following example is a kind of narrative paragraph, it will describe the generic structure of narrative paragraph.

### **Babu and the Lion**

One day, there was a slave whose name was Babu. His master was very, very bad. You know, he often punched Babu and did not offer him food for days. Poor Babu! So he escaped into a forest and slept in a cave.

#### **(ORIENTATION)**

Next morning, he heard a loud roar. In front of him...., at the mouth of the cave..., was a very big lion. You see, Babu was scared to death! Kind of scary, isn't it? But he could not escape. But the lion didn't attack him. It was tame.

#### **(COMPLICATION)**

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<sup>22</sup>Syaiful Bachry. *What is Narrative?*. [electronic version] 2011. Accessed on May 5, 2011 from [http://sjaifulbachry.6te.net/index.php?option=com\\_content&view=article&id=54:narrativetext&catid=35:bahasainggris&Itemid=88](http://sjaifulbachry.6te.net/index.php?option=com_content&view=article&id=54:narrativetext&catid=35:bahasainggris&Itemid=88)

There was a large thorn in its right front foot. The lion looked at Babu. It seemed to say something like: "Please help me. It's very painful." Babu walked bravely to the lion and pulled out the thorn.

**(CLIMAX/ COMPLICATION)**

Babu and the lion turned out to be friends.

**(RESOLUTION)**

The grammatical features will describe as follows;

### **Babu and the Lion**

One day, there was a slave whose name was Babu. His master was very, very bad (**Adj**). You know, he often punched Babu. (**S. Past Tense**) and (**Conjunction with Parallelism**) did not offer him food for days. Poor Babu! So he escaped into a forest and slept in a cave. Next morning (**Adverb**), he heard a loud roar. In front of him...., at the mouth of the cave..., was a very big lion (**Noun Phrase**). You see, Babu was scared to death! Kind of scary, isn't it? But he could not escape. But the lion didn't attack him. It was tame. There was a large thorn in its right front foot. The lion looked at Babu. It seemed to say something like: "Please help me. It's very painful." (**Reported speech**)

(Adapted from students' textbook: Androcles and the Lion)



## 5. The Concept of Grammar (parallel structure)

The existence of grammar is very crucial; it can be seen in the need of grammar in writing process. It is also the important subject to study in educational level, especially for informational and epistemic literacy level of educations. According to Richards (2002)<sup>23</sup>, there are two good reasons for teaching carefully selected points of grammar rules.

### 1. Comprehensibility

Knowing how to build and use certain structure will have the learners arrange their sentences in written language. It also helps them to make comprehensible sentence where the readers can easily understand what is talked in their writing.

### 2. Acceptability

In some social contexts, serious deviance from native speaker norms can hinder integration and excite prejudice. A person who speaks ‘badly’ may not be taken seriously, or may be considered uneducated or stupid.

The point of rules in grammar includes various components in which one of them is parallel structure. Parallel structure is learned by English learners in their English teaching-learning process. It is usually considered by the students when they study about the several kinds of coordinate conjunctions, paired conjunctions, and comparison. Consider to the parallelism, the repetitions should have same grammatical structure. According to Reid (1988)<sup>24</sup>, parallelism is the

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<sup>23</sup>Jack C Richards., et al.*Methodology in Language Teaching*. (USA: CambridgeUniversityPress, 2002), p. 151

<sup>24</sup>Joy M. Reid .*The Process of Composition*. (Englewood clifts, New Jersey: Prentice Hall Regents, 1988), p. 210

repetition, not of thoughts, but of grammatical structures, these structures can be simple (a repetition of single nouns), or complex (a repetitions of complete sentence structures). Whenever a sentence contains two or more similar elements, these elements must be kept parallel.

According to OtongSetiawan (2008)<sup>25</sup>, parallel structure should be applied on the three aspects, they are as follows:

1. Parallel Structure with Coordinate Conjunction

*(and, but, or)*

Example: We bought newspapers *and* magazines.

I talked to the rector or the associate rector

2. Parallel Structure with Paired Conjunction

*(Both...and, not only... but also, either... or, neither... nor)*

Example: I found the child *neither* in the living room *nor* in the bedroom.

3. Parallel Structure with Comparison

Example: My school is bigger *than* your school. Or My school is bigger *than* yours.

His car is *as* expensive *as* his house.

Furthermore, Team Lecturer Riau University Language Center UP2B-UNRI 2004 (in Suprihatin 2008)<sup>26</sup> describes that there are three kinds of parallel structure, they are: Use parallel structure with coordinate conjunctions (*and, but,*

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<sup>25</sup>OtongSetiawanDjuhari. *Sentence Writing*. (Bandung: YramaWidya, 2008), p. 147-149

<sup>26</sup>Suprihatin. Students' Ability in Understanding Parallel Structure at the Second Year Students of Vocational High School (Business and Management) Muhammadiyah 02 Pekanbaru. (Unpublished, 2008), p. 9

or); Use parallel structure with paired conjunction (*both... and, either...or, neither... nor, and not only... but also*); Use parallel structure with comparison.

### 1. Parallel structure with coordinate conjunctions (*and, but, or*)

Team Lecturer Riau University Language Center UP2B-UNRI 2004 (in Suprihatin 2008)<sup>27</sup> point out that the function of the coordinate conjunctions is to join equal expression. In other words, what are the words before the conjunction should be parallel to what are the words after the conjunction are in a sentence. According to Richard 1999 (in Suprihatin 2008)<sup>28</sup>, coordinators such as “and, but or” these join linguistic units which are equivalent or of the same rank. These conjunctions can join nouns, verbs, adjectives, phrases. They must join two of the same grammatical structure.

Example:

a. Two nouns are joined by a coordinate conjunction

- 1) I need to talk to the manager or the assistant of manager
- 2) She is not a teacher but a lawyer
- 3) You can choose from activities such as shiking and kayaking

b. Two verbs are joined by a coordinate conjunction

- 1) He eats and sleeps only when he takes a vacation
- 2) She invites us to her home but never talks to us
- 3) You can stay at home or go to the movies with us

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<sup>27</sup>Suprihatin.Students’ Ability in Understanding Parallel Structure at the Second Year Students of Vocational High School (Business and Management) Muhammadiyah 02 Pekanbaru. (Unpublished, 2008), p. 10

<sup>28</sup> Ibid, p. 10

c. Two adjectives are joined by a coordinate conjunction

- 1) My boss is sincere and nice
- 2) The exam that he gave was short but difficult
- 3) Class can be interesting or boring

d. Two phrases are joined by a coordinate conjunction

- 1) There are students in the classroom and in front of the building
- 2) The papers are on my desk or in the drawer
- 3) The checks will be ready not at noon but at 1.00

## 2. Parallel Structure with paired conjunctions (*both... and, not only... but also*)

Paired conjunction is used in pairs in parallel structure constructions Richard 1999 (in Suprihatin 2008)<sup>29</sup> remains that ideas of equal importance are introduced by paired conjunctions.

### a. Not only... but also

Table I

The formula of conjunction “not only... but also”

$S + V + \text{not only} + \{n/adj/adv/v/prep/phrase\} + \text{But also} + \\ \{n/adj/adv/v/prep/phrase\}$
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Examples:

1. Robert is not only talented but also handsome
2. Beth plays not only the guitar but also the violin

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<sup>29</sup>Suprihatin.Students’ Ability in Understanding Parallel Structure at the Second Year Students of Vocational High School (Business and Management) Muhammadiyah 02 Pekanbaru. (Unpublished, 2008), p. 15

## b. Both... and

Table II

The formula of conjunction “Both... and”

$\mathbf{S + V + Both + \{n/adj/adv/v/prep/phrase\} + and +}$ $\mathbf{\{n/adj/adv/v/prep/phrase\}}$
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Examples:

1. Chatty is both talented and beautiful
2. Sham plays both the piano and the guitar

According to Lane (1993)<sup>30</sup>, whenever one or more items in a sentence are joined by the words *and*, *but*, *or*. These parts of the sentence should be parallel in structure. They should have the same grammatical form (for example, all infinitives, all noun clauses, or all prepositional phrases).

Based on all the quotations above, it is very clear that one of the existences of grammar is parallel structure that has influence toward the ability in writing. There are several kinds of ways to know the students' ability in writing in which one of them is through genre texts. Richards (2002)<sup>31</sup> points out by providing students with the language to talk about texts, they can better understand how to make a piece of writing more effective and appropriate to the communicative purpose. This helps students increase their writing skills. By discussing features of different text types, students learn the language needed to talk about text, begin to understand how and why texts are organized in certain ways.

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<sup>30</sup>Janet Lane and Ellen Lange. *Writing Clearly; an Editing Guide*. (Boston: Heinle & Heinle Publishers, 1993), p. 96

<sup>31</sup>Jack C Richards., et al. *Methodology in Language Teaching; An Anthology of Current Practice*. (USA: Cambridge University Press, 2002), p. 322

KalayoHasibuan(2007)<sup>32</sup> also points out that teachers and students need to share understandings and language about successful written genres.

## **6. The Influence of Grammar (parallel structure) Mastery towards Writing Narrative Paragraph Ability**

Knowing much about grammar is very important. It will help students in constructing their sentences in paragraph writing. A correct sentence often depends on the students' ability to identify the grammar correctly. Brown states that "Grammar is a system of rules governing the conventional arrangement and relationship of words in a sentence (1994)<sup>33</sup>. He also says that:

Grammatical competence is necessary for communication to take place, but not sufficient to account to all production in language. Grammar is one of three dimensions of language that are interconnected. Grammar gives us the form or the structures of language themselves, but those forms are literally meaningless without a second dimension, that of meaning/semantics, and a third dimension, pragmatics. In other words, grammar tells us how to construct a sentence (word order, sentence structures, modifiers, phrases, clause, etc.).

In other sides, writing narrative paragraph has dominant grammatical aspects that will help the students create their sentences in order to make a good narrative paragraph. According to Siahaan (2008)<sup>34</sup>, there are five dominant grammatical aspects in writing narrative paragraph:

1. Focus on specific and usually individualized participants
2. Use of material Processes, (and in this text, behavioral and verbal processes)

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<sup>32</sup>Kalayo Hasibuan and Muhammad Fauzan A. *Teaching English as Foreign Language (TEFL)*. (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), p. 129

<sup>33</sup>H.Douglas Brown . *Teaching by Principle: an Interactive Aproach to Language Pedagogy*. (Englewood Cliffs, New Jersey: Prentice Hall, Inc, 1994), p. 348

<sup>34</sup>SanggamSiahaan and KisnoShinnoda. *Generict Text Structure*. (Yogyakarta: GrahaIlmu, 2008), p. 74

3. Use of relational processes and mental processes
4. Use of temporal conjunctions, and temporal circumstances
5. Use of past tense

Based on the quotations above, Students can write their personal narrative paragraph by using several kinds of grammar as the rules in constructing their sentences, so it becomes comprehensible and acceptable sentences. This condition indicates a strongly considered reason to master grammar in order to create a sentence in paragraph writing. It is stressed by Donald (1991)<sup>35</sup>, commonly there are several kinds of grammar that will be used in writing narrative paragraph such as; the use of splices and fused sentences, connecting words, run-on sentences, conjunctive adverbs, etc. Clearer sentences are needed in writing narrative production or process.

In accordance with the parallel structure as kinds of grammar, parallel structure is needed in matching grammatical structures. Elements in a sentence that have the same function or express similar ideas should be grammatically parallel, or grammatically matched. It indicates that there is a good influence for our writing, especially in writing narrative paragraph. Considering the use of conjunction and other parallelism adds both clout and clarity to your writing. When you use parallel structure, you increase and add the readability in your writing by creating word patterns that readers can follow easily.<sup>36</sup>More over,

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<sup>35</sup> Robert B. Donald, et.al. *Writing Clear Paragraphs*.Fourth Edition.(Englewood cliffs, New Jersey: Prentice Hall, Inc, 1991), pp. 52-63.

<sup>36</sup>Evergreen Writing Center Lybrary.Parallel Structure. [electronic version] 2004. accessed on September 22, 2010 from <http://www.evergreen.edu/writingcenter/handouts/grammar/parallel.pdf>

according to Margaret L. Benner (2006)<sup>37</sup>, using parallel structure in your writing will help; clarity, equality, and delight.

Based on the quotations above, it is very clear that knowing and mastering the grammar will improve students' ability in writing. Students should study about grammar (parallel structure) in order to write narrative paragraph as well. Based on the explanations above, there is a correlation between the students' grammar (parallel structure) mastery and their ability in writing narrative paragraph.

## **B. The Relevant Research**

There were many previous researches regarding with this research. One of them was conducted by Suprihatin (2008) entitled "Students' Ability in Understanding Parallel Structure at the Second Year Students' of Vocational High School (Business and Management) Muhammadiyah 2 Pekanbaru". She tried to find out the students' ability in understanding parallel structure at the second year students of vocational high school (Business and Management) Muhammadiyah 2 Pekanbaru. From her research findings in her data analysis, she found that the students' ability in understanding parallel structure was categorized into fail level.

Based on the research finding above, she tried to give some suggestion especially for the teacher and for the school. First, the teachers should provide the English lesson focusing on grammar, especially in understanding parallel structure. Second, the teacher should provide a new strategy in order to increase students' ability in understanding parallel structure.

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<sup>37</sup>Margaret L Benner. Self Teaching Unit: Parallel Structure. {[Internet Version].Assessed on September 22, 2010. 2006} from <http://www.kouline.com/englishgrammar/ESL-54P17.html>



More over, the other research was conducted by PuspaGunday (2009) which entitled “The Correlation between Students’ Word Class Mastery and Their Ability in Writing Narrative Paragraph at the Second Year Students’ of SMA N 1 BenaiTalukKuantan”. She tried to find out whether there was significant correlation between students’ word class mastery and their ability in writing narrative paragraph or not at the Second Year Students of SMA N 1 BenaiTalukKuantan. The type of her research was correlation research which consisted of 44 samples from 189 populations. She used proportional random sampling technique. From the research, she found that the students’ word class mastery was categorized into enough level and the students’ ability in writing narrative paragraph was categorized into good level. She also found that there was a significant correlation between students’ word class mastery and their ability in writing narrative paragraph at the second year students of SMA N 1 BenaiTalukKuantan in both at 5% and 1% of significant level while the statistical hypothesis  $0.304 < (0.843) > 0.393$  with  $df(42)$ .

Based on the research findings, she gave some suggestion to the teacher and the school. First, the teacher should make the students master “word class” in order to make the students easy to imply it into sentences correctly and they can employ the writing competences into narrative paragraph. Second, the writing subject should be oriented in mastering word class in order to increase students’ ability in writing narrative paragraph. Third, teacher makes writing as habitual activities for students’ in the school.

### **C. The Operational Concept**

The operational concept is a concept used to avoid misunderstanding used scientifically in this research. In carrying out this research, it is necessary to clarify briefly the variable used in analyzing the data. There are two variables used in this research.

They are: Variable X is students' grammar (parallel structure) mastery.

Variable Y is the students' ability in writing narrative paragraph.

#### **Variable X is independent variable:**

1. The students are able to identify parallel structure with coordinate conjunction.  
It includes; *and*, *but*, and *or*.
2. The students are able to identify parallel structure with paired conjunction. It includes; *both... and*, and *not only... but also*.

#### **Variable Y is dependent variable:**

1. The students are able to insert the orientation in writing narrative paragraph.
2. The students are able to insert the complication in writing narrative paragraph.
3. The students are able to insert the resolution in writing narrative paragraph.
4. The students are able to use action verb correctly in writing narrative paragraph.
5. The students are able to use temporal connectives correctly in narrative paragraph.
6. The students are able to use past tense correctly in narrative paragraph.

7. The students are able to choose the appropriate vocabulary in writing narrative paragraph.
8. The students are able to use spelling and punctuation correctly.

#### **D. The Assumptions and The Hypothesis**

##### **1. The Assumptions**

- a. The students' grammar (parallel structure) mastery and their ability in writing narrative paragraph are various.
- b. The students' parallel structure mastery can influence their ability in writing narrative paragraph.

##### **2. The Hypotheses**

Ho: There is no significant correlation between students' grammar (parallel structure) mastery and their ability in writing narrative paragraph at the second year of SMA N 1 Kuantan Hilir.

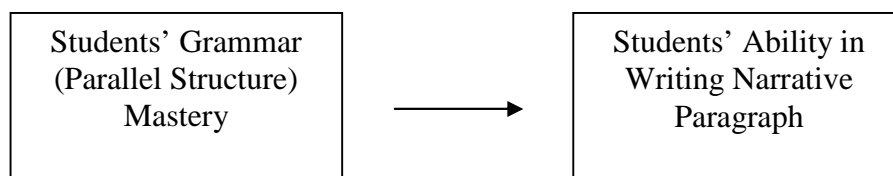
Ha: There is a significant correlation between students' parallel structure mastery and their ability in writing narrative paragraph at the second year of SMA N 1 Kuantan Hilir.

### **CHAPTER III**

#### **RESEARCH METHOD**

##### **A. The Research Design**

The design of this research is correlational research which consists of two variables. The first is the students' grammar (parallel structure) mastery as the independent variable(X) and the second is the students' ability in writing narrative paragraph as the dependent variable(Y). The following diagram pictures are the design of this research:



##### **B. The Location and the Time of the Research**

The research was conducted at the second year students of SMA N 1 Kuantan Hilir at SudirmanStreet KuantanSingingi - Baserah. The research was done about one month, started from January until February 2011.

##### **C. The subject and The object of the Research**

###### **1. The subject of the research**

The subject of the research was the second year students of SMA N 1 Kuantan Hilir.

## 2. The object of thi research

The object of this research was the students' grammar (parallel structure) mastery and their ability in writing narrative paragraph.

### **D. The population and the Sample of the Research**

The population of this research was the second year students of SMA N 1 Kuantan Hilir. There were five classes of the second year students. Each class consisted of 38 students. Thus, the total number of population was 223 students. Because the number of population was relatively large, then the writer only took 15% of them. Suharsimi Arikunto (2002)<sup>1</sup> states that if the amount of the subject is less than 100, it is better to take all the population and if the amount of the subject is more than 100, it is better to take sample about 10-15% or 20-25% of the population. The sampling technique of this research is proportional random sampling technique.

According to L.R. Gay (2000)<sup>2</sup>, the sample for a correlational study is selected by using an acceptable sampling method, and 30 participants are generally considered to be a minimally acceptable sample size. There are, however, some factors that influence the size of the sample. The higher the validity and reliability of the variables to be correlated, the smaller the sample can be, but not less than 30.

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<sup>1</sup>SuharsimiArikunto. *ProsedurPenelitian: SuatuPendekatanPraktis*. (Jakarta: RinekaCipta, 2002), p. 112

<sup>2</sup>L.R. Gay and Peter Airasian.*Educational Research; Competencies for Analysis and Application sixth edition*. (New Jersey: Prentice Hall. 2000), p. 322

**Table III.1**  
**The Population and the Sample of the Second Year Students of SMA N 1**  
**Kuantan Hilir**

No	Class	Population			Sample		
		Female	Male	Total	Female	Male	Total
1	XI IA	26	13	39	4	2	6
2	XI IS 1	25	13	38	4	2	6
3	XI IS 2	23	12	35	3	2	5
4	XI IS 3	22	16	38	3	2	5
5	XI IS 4	22	16	38	3	2	5
6	XI IS 5	23	12	35	3	2	5
Total		118	71	223	20	12	32

SMA N 1 KuantanHilir (2011)<sup>3</sup>

#### **E. The Technique of Data Collection**

The instrument used to collect the data needed in this research was test. To collect the data from the sample , the writer used two kinds of tests.

1. True or false test from which they had to choose one correct answer among two provided options (*P/N*) or (*Parallel/ Not Parallel*). These tests were used to measure the students' parallel structure mastery. According to Harold (1983)<sup>4</sup>, there are some techniques in testing grammar; Limited Response, Multiple Choice Completion, Simple Completion (sentences), and Cloze Procedure. In this research, the writer used one of the simple completion techniques. It was the option form while there were 25 items of the test.

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<sup>3</sup> Data Source from SMA N 1 KuantanHilirBaserah - KuantanSingingi

<sup>4</sup> Harold S. Madsen. *Teaching Techniques in English as a Second Language :Techniques in Testing*. ( New York : Oxford University Press, 1983), pp. 34

2. The writer distributed the writing tests to the sample based on the topic given. There were four topics; my last experience, my unforgettable memory, Toba lake, and cinderella. The four topics were based on the narrative category studied by the second year students. The students only chose one of them, what they want to write. The writer provided 45 minutes to write narrative paragraph at least 100 words.

The students' ability in writing narrative paragraph was measured by using writing assessment used by the English teacher of SMAN 1 KuantanHilir as an assessment standard in KTSP.

**Table III.2**  
**ASSESSMENT ASPECTS OF WRITING NARRATIVE PARAGRAPH**

No	Aspects Assessed	Score			
		1	2	3	4
1	Content				
2	Organization a. Orientation b. Complication c. Resolution				
3	Vocabulary				
4	Grammatical Features a. Action Verb b. Temporal Connectives c. Past Tense				
5	Spelling & Punctuation				
Total					
Maximum Score		20			

Explanation of score:

1 = incompetent

2 = competent enough

3 = competent

4 = very competent

$$\text{Final Score} = \frac{\text{TotalScore}}{\text{MaximumScore}} \times 80$$



## F. The Technique of Data Analysis

In order to analyze students' parallel structure mastery and students' ability in writing narrative paragraph, the writer used graduated standard of English lesson in SMA N 1 KuantanHilir (SKL). It was 60 for students' ability in English subject, it means for those who get score  $< 60$ , they do not do not pass graduated standard (SKL), while for those who get score  $\geq 60$ , they pass graduated standard.

In order to find out whether there is a significant correlation between students' grammar (parallel structure) mastery and their ability in writing narrative paragraph, the data will be analyzed statistically. In analyzing the data, the writer used score of each variable. It was analyzed by using Product-Moment Correlation Coefficient Formula through using SPSS 16.0.

The Product Moment Correlation Coefficient is obtained by considering the degree of freedom  $(df) = N - nr$ ; ( $N$ = number of sample,  $nr$  = number of variable)

Statistically the Hypotheses are:

$$H_a: r_o \geq r_{table}$$

$$H_o: r_o < r_{table}$$

1.  $H_a$  Is accepted if  $r_o \geq r_{table}$  or there is a significant correlation between the students' parallel structure mastery and their ability in writing narrative paragraph.

2.  $H_o$  Is accepted if  $r_o < r_{table}$  or there is no significant correlation between the students parallel structure mastery and their ability in writing narrative paragraph.

Besides, to analyze the students' score in mastering parallel structure test, it can also be classified into the following table;

**Table III.3**  
**The Classification of Students' Score in Grammar**  
**(Parallel Structure)**

The Score Level	Category
80-100	Very good
66-79	Good
56-65	Enough
46-55	Less
0-45	Fail

It means that to get score 0-100 for the students' parallel structure mastery.

The writer uses the formula:

$$S = \frac{R}{N} \times 100$$

Where:

S = Individual score

R = Right answers

N = Number of items

100 = Standard Mark

Harahap (1982, in Jonri Kasdi 2006)<sup>5</sup>

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<sup>5</sup>JonriKasdi. A Correlation Study between Students' Passive Voice Mastery and Their Writing Achievement at the Fifth Semester Students of English Education Department of Education and Teacher Training Faculty of UIN Suska Riau. (Unpublished, 2006), p. 21

## **G. The Reliability and the Validity of the Test**

According to H. Douglas Brown (2003)<sup>6</sup>, that reliability has to do with accuracy of measurement. This kind of accuracy is reflected in the obtaining of similar results when measurement is repeated on different occasions or with different instruments or by different persons. The characteristic of reliability is sometimes termed consistently. Meaning that, we can say that the test is reliable when an examinee's results are consistent on repeated measurement. To obtain the reliability of the test, the Mean and Standard Deviation of test must be known. Validity in general refers to appropriateness of a given test or any of its component parts as measurement of what it is purposed to measure. It means that the test will be valid to be measured about what it is supposed to measure.

The validity and reliability is a relation. It is possible for a test to be reliable without being valid for a specified purpose, but it is impossible for a test to be valid without being reliable. To know the reliability of the test, the writer used the following formula;

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<sup>6</sup> H. Douglas Brown. *Language Assessment: Principles and Classroom Practices*. (New York: Pearson Education Inc, 2003) pp. 19-27

$$r_{ii} = \frac{N}{N-1} \left[ 1 - \frac{m(m-N)}{N X^2} \right]$$

$r_{ii}$  = the reliability

$N$  = the number of items of test

$m$  = the mean score of the test

$X$  = the standard deviation of the test

Heaton (1988)<sup>7</sup>

The Categories of reliability test are as follows:

**0.0 – 0.20** = Reliability is low

**0.21 – 0.40** = Reliability is sufficient

**0.41 – 0.70** = Reliability is high

**0.71 – 1.0** = Reliability is very high

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<sup>7</sup>J.B. Heaton. *Writing English Language Tests*. (New York: Cambridge University Press, 1988), p. 164

## CHAPTER IV

### THE DATA PRESENTATION AND THE DATA ANALYSIS

#### A. The Description of the Data

The data of the research is the score of students' parallel structure test (the score of variable X-test) and the score of students' writing narrative paragraph test (the score of variable Y-test). Before the test was given, the writer gave Tryout of parallel structure to 30 students in order to know the item difficulties of the test. After the writer gave tryout, then the writer distributed the test of parallel structure. It was about 25 items. However, the test for variable Y refers to "students' ability in writing narrative paragraph". The test consisted of four topics, familiar to the students. The students' writing was evaluated by concerning five components; content, organization, vocabulary, grammatical feature, and spelling & punctuation. Each component had its score.

**Table IV.1**  
**THE CLASSIFICATION OF STUDENTS' SCORE**

THE SCORE LEVEL	CATEGORY
80-100	Very Good
66-79	Good
56-65	Enough
46-55	Less
0-45	Fail

Sudijono, (2003 in JonriKasdi, 2006)<sup>1</sup>

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<sup>1</sup>JonriKasdi. A Correlation Study between Students' Passive Voice Mastery and Their Writing Achievement at the Fifth Semester Students of English Education Department of Education and Teacher Training Faculty of UIN Suska Riau. (Unpublished, 2006), p.21

## **B. The Data Presentation**

The data of the research is the score of the students' parallel structure test and the students' writing narrative paragraph test. The data is collected through the following procedure:

1. At the tryout, the writer gave 25 items of parallel structure to 30 students.  
It was calculated to know the item difficulties.
2. The test was given to 32 students as the sample of this research.
3. The writing narrative paragraph test was written in the blank sheets. Then, it was collected to evaluate the appropriate content, vocabulary, organization, grammatical feature, and spelling & punctuation.
4. The writer used two raters to evaluate the students' narrative paragraph.
5. The writer added the scores from the raters and divided it.

### 1. The Data Presentation of the Students' Parallel Structure Mastery

The following table is the result of the students' parallel structure score. The right answers of the students' parallel structure from 25 items were as follows;

**Table IV.2**  
**STUDENTS' RIGHT ANSWER OF PARALLEL STRUCTURE TEST**

STUDENTS	RIGHT ANSWER
Student 1	17
Student 2	23
Student 3	12
Student 4	19
Student 5	15
Student 6	15
Student 7	17
Student 8	15
Student 9	12
Student 10	12
Student 11	15
Student 12	18
Student 13	19
Student 14	10
Student 15	12
Student 16	12
Student 17	20
Student 18	18
Student 19	17
Student 20	18
Student 21	18
Student 22	15
Student 23	7
Student 24	18
Student 25	17
Student 26	20
Student 27	18
Student 28	17
Student 29	20
Student 30	23
Student 31	13
Student 32	18

Based on the table above, the description of students' parallel structure scores was categorized based on the students' classification score as follows;

**Table IV.3**  
**The Classification of Students' Score in Grammar**  
**(Parallel Structure)**

<b>The Score Level</b>	<b>Category</b>
80-100	Very good
66-79	Good
56-65	Enough
46-55	Less
0-45	Fail

Based on the table above, the score of students' parallel structure test was categorized based on the result of their individual score from 25 items of the test. To get score 0-100 for the students' parallel structure mastery, the writer used the formula:

$$S = \frac{R}{N} \times 100$$

Where:

S = Individual score

R = Right answers

N = Number of items

100 = Standard Mark



The following table describes the category of the students' individual score of parallel structure test given.

**Table IV.4**  
**STUDENTS' SCORE OF PARALLEL STRUCTURE MASTERY**

Students No.	SCORE		Category
	Right Answer	Individual Score	
Student 1	17	68	Good
Student 2	23	92	Very good
Student 3	12	48	Less
Student 4	19	76	Good
Student 5	15	60	Enough
Student 6	15	60	Enough
Student 7	17	68	Good
Student 8	15	60	Enough
Student 9	12	48	Less
Student 10	12	48	Less
Student 11	15	60	Enough
Student 12	18	72	Good
Student 13	19	76	Good
Student 14	10	40	Fail
Student 15	12	48	Less
Student 16	12	48	less
Student 17	20	80	Very good
Student 18	18	72	Good
Student 19	17	68	Good
Student 20	18	72	Good
Student 21	18	72	Good
Student 22	15	60	Enough
Student 23	7	28	Fail
Student 24	18	72	Good
Student 25	17	68	good
Student 26	20	80	Very good
Student 27	18	72	Good
Student 28	17	68	Good
Student 29	20	80	Very good
Student 30	23	92	Very good
Student 31	13	52	Less
Student 32	18	72	Good

Number of items = 25 items

Example;

Students' No. 1

Right answer = 17

$$\begin{aligned}\therefore Ss'ind\ score &= \frac{right\ answer}{number\ of\ items} \times 100 \\ &= \frac{17}{25} \times 100 \\ &= 68\end{aligned}$$

To make clear the percentage of students' parallel structure mastery, the classification of the category was analyzed based on JonriKasdi's Thesis. It can be seen through the following table:

**Table IV.5**  
**PERCENTAGE OF PARALLEL STRUCTURE MASTERY SCORE**

<b>NO</b>	<b>CATEGORY</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
<b>1</b>	Very Good	5	15.625 %
<b>2</b>	Good	14	43.75 %
<b>3</b>	Enough	5	15.625 %
<b>4</b>	Less	6	18.75 %
<b>5</b>	Fail	2	6.25 %
	<b>Total</b>	<b>32</b>	<b>100%</b>

From the table above, it can be seen that the students' mastery of parallel structure in answering the true or false test can be categorized into very good, good, enough, less, and fail. It can be seen that the students who get very good category are 5 students (15.625%), the students who get good category are 14 students ( 43.75%), while for enough category, there are 5 students (15.625%), the students who get less category are 6 (18.75%), and there are 2 (6.25%) who get fail.

Besides the classification above, the writer tried to find out the distribution of the students' frequency of parallel structure score by using descriptive statistic through using SPSS 16.0 version. It can be seen in the following table:

**Table IV.6**  
**THE DISTRIBUTION OF FREQUENCY OF STUDENTS'**  
**PARALLEL STRUCTURE-TEST SCORE**

Score	Frequency	Percentage (%)
28	1	3.125%
40	1	3.125%
48	5	15.625%
52	1	3.125%
60	5	15.625%
68	5	15.625%
72	7	21.875%
76	2	6.25%
80	3	9.375%
92	2	6.25%
Total	32	100%

Based on the table above, it can be seen that there is 1 student who gets score 28 (3.125%), 1 student gets score 40 (3.125%), 5 students get score 48 (15.625%), 1 student gets score 52 (3.125%), 5 students get score 60 (15.625%), 5 students get score 68 (15.625%), 7 students get score 72 (21.875%), 2 students get score 76 (6.25%), 3 students get 80 (9.375%), and 2 students get score 92 (6.25%). The highest frequency is 7 at the score 72 (21.875%). The total frequency is 32.

## 2. The Data Presentation of the Students' Ability in Writing Narrative Paragraph

The following table is the description of students' writing narrative paragraph-test scores.

**Table IV.7**  
**STUDENTS' TOTAL SCORE OF WRITING NARRATIVE PARAGRAPH**

Students No.	Total Score	
	Rater I	Rater II
Students 1	15	17
Students 2	18	18
Students 3	13	15
Students 4	19	17
Students 5	10	11
Students 6	16	15
Students 7	18	14
Students 8	15	14
Students 9	15	15
Students 10	14	14
Students 11	15	12
Students 12	19	12
Students 13	19	18
Students 14	16	13
Students 15	13	13
Students 16	19	13
Students 17	20	15
Students 18	20	12
Students 19	18	15
Students 20	19	13
Students 21	20	13
Students 22	16	11
Students 23	16	12
Students 24	19	12
Students 25	19	13
Students 26	20	17
Students 27	19	17
Students 28	15	17
Students 29	19	17
Students 30	18	19
Students 31	13	15
Students 32	15	13

The students' total scores of the rater on the table above were obtained based on the score (1, 2, 3, 4) of each aspects assessed in writing narrative paragraph. The maximum score is 20. The following table is the

**Table IV. 8**  
**ASSESSMENT ASPECTS OF WRITING NARRATIVE**  
**PARAGRAPH**

No	Aspects Assessed	Score			
		1	2	3	4
1	Content				
2	Organization a. Orientation b. Complication c. Resolution				
3	Vocabulary				
4	Grammatical Features a. Action Verb b. Temporal Connectives c. Past Tense				
5	Spelling & Punctuation				
Total					
Maximum Score		20			

Explanation of score:

1 = incompetent

2 = competent enough

3 = competent

4 = very competent

The final scores were obtained by considering the total score that the students got from the test. The formula is as follows;

$$\text{Final Score} = \frac{\text{TotalScore}}{\text{MaximumScore}} \times 80$$

Based on the formula above, the students' final score of the two raters were obtained by considering the total score. While the highest score is 80. The recapitulation scores are as follows;

Example;

$$\begin{aligned} \text{Ss No.1 Final score is} &= \frac{15}{20} \times 80 \\ &= 60 \end{aligned}$$

**Table IV. 9**  
**STUDENTS' RECAPITULATION SCORES OF WRITING NARRATIVE**  
**PARAGRAPH**

STUDENTS	SCORE			
	Rater I		Rater II	
	Total	Final	Total	Final
Students 1	15	60	17	68
Students 2	18	72	18	72
Students 3	13	52	15	60
Students 4	19	76	17	68
Students 5	10	40	11	44
Students 6	16	64	15	60
Students 7	18	72	14	56
Students 8	15	60	14	56
Students 9	15	60	15	60
Students 10	14	56	14	56
Students 11	15	60	12	48
Students 12	19	76	12	48
Students 13	19	76	18	72
Students 14	16	64	13	52
Students 15	13	52	13	52
Students 16	19	76	13	52
Students 17	20	80	15	60
Students 18	20	80	12	48
Students 19	18	72	15	60
Students 20	19	76	13	52
Students 21	20	80	13	52
Students 22	16	64	11	44
Students 23	16	64	12	36
Students 24	19	46	12	48
Students 25	19	76	13	52
Students 26	20	80	17	68
Students 27	19	76	17	68
Students 28	15	60	17	68
Students 29	19	76	17	68
Students 30	18	72	19	76
Students 31	13	52	15	60
Students 32	15	60	13	52

From the above, it can be seen the highest students' final score is 80 and the lowest score is from the raters is 42. To make it clear, the following table will describe the students' final score;

**Table IV.10**  
**STUDENTS' FINAL SCORE IN WRITING NARRATIVE PARAGRAPH**

STUDENTS	SCORE		FINAL SCORE
	RATER 1	RATER 2	
Students 1	60	68	64
Students 2	72	72	72
Students 3	52	60	56
Students 4	76	68	72
Students 5	40	44	42
Students 6	64	60	62
Students 7	72	56	64
Students 8	60	56	58
Students 9	60	60	60
Students 10	56	56	56
Students 11	60	48	54
Students 12	76	48	62
Students 13	76	72	74
Students 14	64	52	58
Students 15	52	52	52
Students 16	76	52	64
Students 17	80	60	70
Students 18	80	48	64
Students 19	72	60	66
Students 20	76	52	64
Students 21	80	52	66
Students 22	64	44	54
Students 23	64	36	50
Students 24	46	48	44
Students 25	76	52	64
Students 26	80	68	74
Students 27	76	68	72
Students 28	60	68	64
Students 29	76	68	72
Students 30	72	76	74
Students 31	52	60	56
Students 32	60	52	56



To determine the final score from the two raters above, the writer used the following formula:

$$Final\ Score = \frac{Score\ (rater\ I) + Score\ (Rater\ II)}{2}$$

It means that, the students' individual score of writing narrative paragraph were obtained by adding the final score of the two raters and then result was divided by 2.

To make clearer about the distribution frequency of students' ability in writing narrative paragraph, it can be seen through the following table:

**Table IV.11**  
**THE DISTRIBUTION OF FREQUENCY OF STUDENTS' WRITING**  
**NARRATIVE PARAGRAPH-TEST SCORES**

Score	Frequency	Percentage (%)
42	1	3.1 %
44	1	3.1 %
50	1	3.1 %
52	1	3.1 %
54	2	6.2 %
56	4	12.5 %
58	2	6.2 %
60	1	3.1 %
62	2	6.2 %
64	7	21.9 %
66	2	6.2 %
70	1	3.1 %
72	4	12.5 %
74	3	9.4 %
Total	32	100 %

Based on the table above, it can be seen that there is 1 student who gets score 42 (3.1%), 1 student gets score 44 (3.1%), 1 student gets score 50 (3.1%), 1

student gets score 52 (3.1%), 2 students get score 54 (6.2%), 4 students get score 56 (12.5%), 2 students get score 58 (6.2%), 1 student gets score 60 (3.1%), 2 students get 62 (6.2%), 7 students get score 64 (21.9%), 2 students get score 66 (6.2%), 1 student gets score 70 (3.1%), 4 students get score 72 (1.25%), 3 students get score 74 (9.4%). The highest frequency is 7 at the score 64 (21.9%). The total frequency is 32.

### **3. The Data Presentation of the Correlation between Students' Parallel Structure Mastery and their Ability in Writing Narrative Paragraph (X and Y)**

To know the correlation between students' parallel structure mastery and their ability in writing narrative paragraph, the writer presents the scores of each variable as follows;

**Table VI. 12**  
**THE RESULT OF VARIABLE X AND Y**

<b>STUDENTS</b>	<b>SCORE</b>	
	<b>Parallel Structure Mastery</b>	<b>Writing Ability</b>
Students 1	68	64
Students 2	92	72
Students 3	48	56
Students 4	76	72
Students 5	60	42
Students 6	60	62
Students 7	68	64
Students 8	60	58
Students 9	48	60
Students 10	48	56
Students 11	60	54
Students 12	72	62
Students 13	76	74
Students 14	40	58
Students 15	48	52
Students 16	48	64
Students 17	80	70
Students 18	72	64
Students 19	68	66
Students 20	72	64
Students 21	72	66
Students 22	60	54
Students 23	28	50
Students 24	72	62
Students 25	68	64
Students 26	80	74
Students 27	72	72
Students 28	68	64
Students 29	80	72
Students 30	92	74
Students 31	52	56
Students 32	72	56

Based on the table above, the highest score of parallel structure mastery is 92 and the highest score of writing narrative paragraph ability is 74. While the

lowest score of parallel structure mastery is 22.8 and the lowest score of writing narrative paragraph ability is 42.

### **C. The Validity and the Reliability of the Test**

In this research, to know the validity of the tests, the writer used content validity. At the end of this research, the writer wanted to measure the students' parallel structure mastery and their ability in writing narrative paragraph. The writer used test instrument in which questions were based on categories studied in writing at the second year students of SMA N 1 Kuantan Hilir.

Henning (in Jonri Kasdi, 2006)<sup>2</sup> says that test reliability is the accuracy of the measurement. It is reflected to obtain of the similar result when the test is repeated in different occasion. There are some methods to measure test reliability; test-retest method, parallel method, inter-rater reliability, split-half reliability, Kuder Richardson Formula 20 and Kuder Richardson formula 21. To measure the reliability of Variable (X)-Test (Students' Parallel Structure Test), the writer used the following formula;

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<sup>2</sup>Jonri Kasdi. A Correlation Study between Students' Passive Voice Mastery and Their Writing Achievement at the Fifth Semester Students of English Education Department of Education and Teacher Training Faculty of UIN Suska Riau. (Unpublished, 2006)

$$r_{ii} = \frac{N}{N-1} \left[ 1 - \frac{n(m-N)}{N X^2} \right]$$

$r_{ii}$  = the reliability

$N$  = the number item of test

$m$  = the mean score of the test

$X$  = the standard deviation of the test

$$= \frac{25}{25-1} \left[ 1 - \frac{65(65-25)}{25(14.476)^2} \right]$$

$$= 1.04 \left[ 1 - \frac{2600}{5234.5} \right]$$

$$= 1.04 [0.50329544]$$

$$= 0.523$$

Based on the result of the reliability test ( $r_{ii}$ ) above, it can conclude through the following categories;

0.0 – 0.20 = Reliability is low

0.21 – 0.40 = Reliability is sufficient

**0.41 – 0.70 = Reliability is high**

0.71 – 1.0 = Reliability is very high

**$\therefore r_{ii} = 0.523$  Reliability is high**

While the reliability for variable (Y), students' writing ability in narrative paragraph, and the writer used inter rater reliability, because the writer had three raters in order to score the students' ability in writing narrative paragraph. According to L.R. Gay (2000)<sup>3</sup>, interjudge reliability can be obtained by having

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<sup>3</sup> L.R. Gay and Peter Airasian. *Educational Research; Competencies for Analysis and Application*. Sixth Edition. (New Jersey: Prentice Hall. 2000), p. 175

two (more) judges independently score the tests and then compare the scores each judge gave to each test taker. The scores of judge 1 can be correlated with the scores of judge 2. The higher the correlation, the higher the interjudge reliability.

#### **D. The Data Analysis**

The data analysis presented the statistical result followed by the discussion about the correlation between students' parallel structure mastery and their ability in writing narrative paragraph at the second year students of SMA N 1 KuantanHilir in KuantanSingingi Regency. To analyze the data, the main score and the standard deviation were analyzed by using Pearson Product Moment Correlation formula, SPSS 16.0 version.

##### **1. The Data Analysis of the Students' Parallel Structure Mastery**

The data of students' parallel structure scores were obtained from the result of their parallel structure test. The data can be described as follows:

**Table IV.13**  
**STUDENTS' PARALLEL STRUCTURE SCORES**

<b>Score (x)</b>	<b>Frequency (f)</b>	<b>Fx</b>	<b>Graduated Standard</b>
28	1	28	No Pass
40	1	40	No Pass
48	5	240	No Pass
52	1	52	No Pass
60	5	300	Pass
68	5	340	Pass
72	7	504	Pass
76	2	152	Pass
80	3	240	Pass
92	2	184	Pass
Total	32	2080	

Based on the data obtained, there were 8 students who did not pass the graduated standard (SKL), or the score obtained  $< 60$  while there were 24 students who passed the graduated standard (SKL), or the score obtained  $\geq 60$ .

The percentage of students who did not pass the graduated standard (SKL) as follows:

$$= 8/32 \times 100\%$$

$$= 25\%$$

The percentage of students who passed the graduated standard (SKL) as follows:

$$= 24/32 \times 100\%$$

$$= 75\%$$

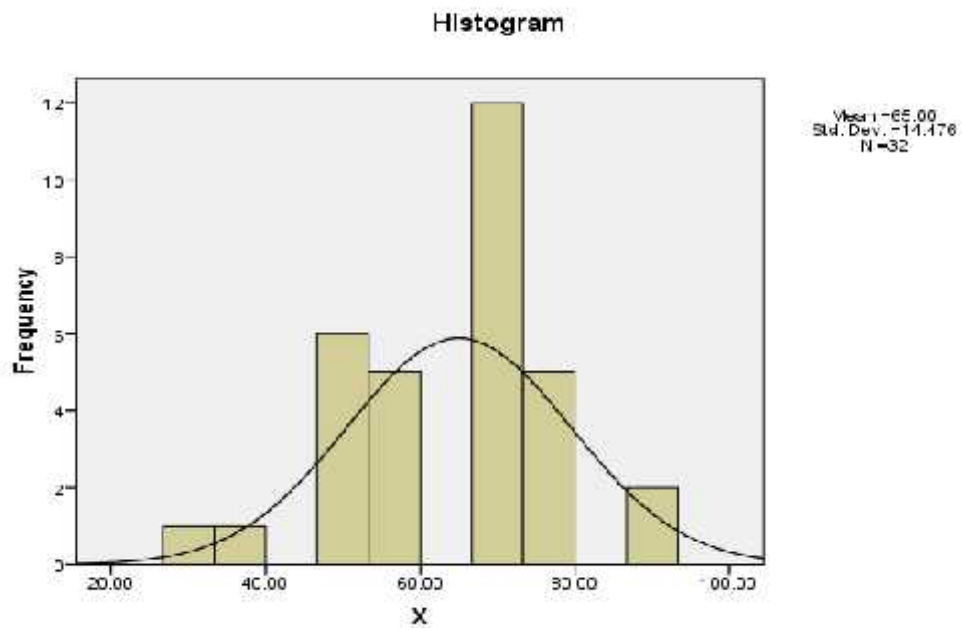
Besides, it can also be seen that the total frequency is 32 and the total scores is 2080, so that Mean ( $M_x$ ) and Standard Deviation ( $\delta$ ) can be obtained by using SPSS as follows:

**Table IV.14**  
**MEAN AND STANDARD DEVIATION OF PARALLEL**  
**STRUCTURE SCORES**

<b>Mean</b>	<b>65.00</b>
<b>Standard Deviation</b>	<b>14.476</b>

From the table above, the distance between Mean ( $M_x$ ) and Standard Deviation ( $\delta$ ) is too far. In other words, the scores obtained are normal.

**Chart IV.1**  
**THE FREQUENCY OF STUDENTS' PARALLEL STRUCTURE**  
**MASTERY**



From the histogram, it can be analyzed that the histogram is almost normal even though there are one scores over the curve, which is 72.



## 2. The Data Analysis of the Students' Ability in Writing Narrative Paragraph

The data of students' narrative paragraph scores were obtained from the result of their writing narrative paragraph. The data can be described as follows:

**Table IV.15**  
**STUDENTS' WRITING NARRATIVE PARAGRAPH SCORES**

Score (x)	Frequency (f)	Fx	Graduated Standard
42	1	42	No Pass
44	1	44	No Pass
50	1	50	No Pass
52	1	52	No Pass
54	2	108	No Pass
56	4	224	No Pass
58	2	116	No Pass
60	1	60	Pass
62	2	124	Pass
64	7	448	Pass
66	2	132	Pass
70	1	70	Pass
72	4	288	Pass
74	3	141	Pass
Total	32	1899	

Based on the data obtained, there are 12 students who did not pass the graduated standard (SKL), or the score obtained  $< 60$  while there are 20 students who passed the graduated standard (SKL), or the score obtained  $\geq 60$ .

The percentage of students who did not pass the graduated standard (SKL) as follows:

$$= 12/32 \times 100\%$$

$$= 37.5\%$$

The percentage of students who passed the graduated standard (SKL) as follows:

$$= 20/32 \times 100\%$$

$$= 62.5\%$$

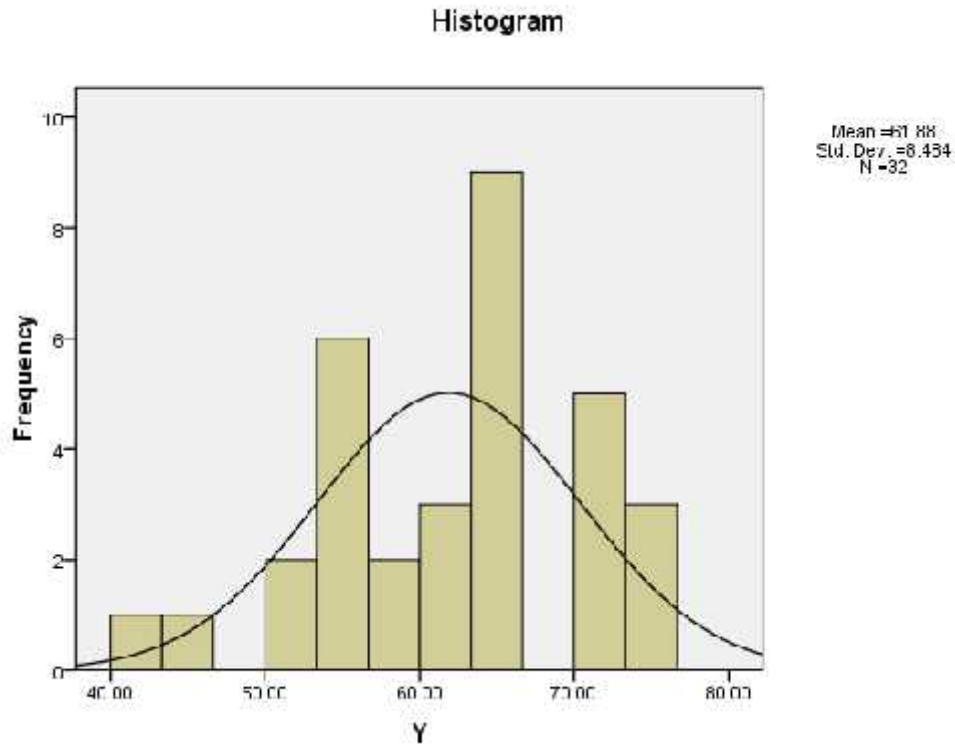
Besides, it can also be seen that the total frequency is 32 and the total scores is 1899, so that Mean (Mx) and Standard Deviation ( $\delta$ ) can be obtained by using SPSS as follows:

**Table IV.16**  
**MEAN AND STANDARD DEVIATION OF NARRATIVE**  
**PARAGRAPH SCORES**

<b>Mean</b>	<b>61.8750</b>
<b>Standard Deviation</b>	<b>8.48433</b>

From the table above, the distance between Mean (Mx) and Standard Deviation ( $\delta$ ) is too far. In other words, the scores obtained are normal.

**Chart IV.2**  
**THE FREQUENCY OF STUDENTS' WRITING NARRATIVE**  
**PARAGRAPH ABILITY**



From the histogram, it can be analyzed that the histogram is almost normal even though there is one scores over the curve that is 64.

**3. The Data Analysis of the Correlation between Students' Parallel Structure Mastery and Their Ability in Writing Narrative Paragraph (X & Y)**

**Table IV.17**  
**DESCRIPTIVE STATISTICS**

	Mean	Std. Deviation	N
<b>X</b>	65	14.47579	32
<b>Y</b>	61.8750	8.48433	32

Based on the table above, it can be seen that Mean (M<sub>x</sub>) and Standard Deviation ( $\delta$ ) of Variable (X) or The students' parallel structure mastery are (65.00 and 14.476), while the Mean (M<sub>x</sub>) and Standard Deviation of variable (Y) or the students' ability in writing narrative paragraph are (61.8750 and 8.48433). The following table will describe the correlation between the two variables in this research.

**Table IV.18**

**CORRELATIONS**

		<b>X</b>	<b>Y</b>
<b>X</b>	Pearson Correlation	1	.650**
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	6.496E3	2.476E3
	Covariance	209.548	79.871
	N	32	32
<b>Y</b>	Pearson Correlation	.650**	1
	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	2.476E3	2.232E3
	Covariance	79.871	71.984
	N	32	32
**. Correlation is significant at the 0.01 level (2-tailed).			

From the table above, it can be seen that  $r_o$  is 0.650 and df is 30. The  $r_o$  obtained is compared to r table either at 5% or 1%. At level 5%, r table is (0.349) and at level 1%, r table is (0.449). Based on r table, it can be analyzed that  $r_o$  is higher than r table either at level 5 % or 1%. In other words, we can read (0.349

$<0.650> 0.449$ ), So that, the writer can conclude that  $H_0$  is rejected and  $H_a$  is accepted. It means that there is a positive significant correlation between X and Y (students' grammar; parallel structure mastery and their ability in writing narrative paragraph at the second year students of SMAN 1 KuantanHilir in KuantanSingingi Regency). In other words, the highest students' parallel structure mastery, the highest students' ability in writing narrative paragraph.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the data analysis explained at the chapter IV, the research about the correlation between students' grammar (parallel structure) mastery and their ability in writing narrative paragraph at the second year students of SMAN 1 KuantanHilir in KuantanSingingi Regency finally comes to the conclusion as follows:

1. The students' parallel structure mastery is categorized into enough level. It can be seen from the mean of students' parallel structure scores (65.00), and the students who passed the graduated standard (SKL) is 24 (75%).
2. The students' ability in writing narrative paragraph is categorized into enough level. It can be seen from the mean of students' ability in writing narrative paragraph scores(61.87), and the students who passed graduated standard (SKL) is 20 (62.5%).
3. There is a significant correlation between students' parallel structure mastery and their ability in writing narrative paragraph at the second year of SMAN 1 KuantanHilirKuantanSingingi Regency. It can be seen from the analysis of Pearson Product-Moment Correlation formula by using SPSS 16.0 version that  $r_o$  is 0.650. It is higher than r-table either at level 5% = (0.349) and 1% = (0.449) or  $(0.349 < 0.650 > 0.449)$ .

## **B. Suggestion**

Based on the research findings, the writer would like to give some suggestions, especially for the teacher and the school.

From the conclusion of the research above, it is known that there is a significant correlation between students' parallel structure mastery and their ability in writing narrative paragraph. Because of that, knowing about the use of parallel structure will help the students to construct their idea in arranging sentences especially in using conjunctions in their paragraph writing.

The suggestions are as follows;

1. The writing subject should be focused on using conjunctions. It should be considered to the parallelism, in order to help the students increase the clout and the clarity in their writing narrative paragraph.
2. The teachers should make the students master about conjunctions with parallelism, So they can imply it into sentences correctly.
3. By mastering parallel structure and basic writing skill, the students of State Senior High School 1 KuantanHilir have prepared themselves to increase their ability in English Lesson especially in writing skill.
4. Teachers can encourage students' awareness about the importance of writing for their life.
5. Teacher makes writing as habitual activities for students in the school.
6. The writer hopes that the study as major application of teaching writing at State Senior High School 1 KuantanHilir.

## **THE TRY OUT OF PARALLEL STRUCTURE**

Direction:

1. This test is used for a scientific research.
2. Write your answer on the provided answer sheet!
3. Do as instructed below!

---

**Please sign (P/N) in the provided bracket. If the statement is Parallel, please sign (P). If the statement is Not Parallel, please sign (N).**

**Example :**

**Is she coming to the party or going to the movie? {P}**

**Is she coming to the party or go to the movie? {N}**

1. We bought newspapers and magazines. { }
2. He was not only an excellent student but also an outstanding athlete. { }
3. I needed to talk to the manager or needed his assistant. { }
4. I know both where you went and what you do. { }
5. She was not a teacher but a lawyer. { }
6. There were students in the classroom and the library. { }
7. He was not only smart but also a handsome boy. { }
8. She invited us to her home but never talked with us. { }
9. I would like to buy both a new house and a new car. { }
10. You can stay home or go to the movies with us. { }
11. I was there because I had to be and because I want to be. { }
12. We were told not only what to do but also thinking. { }
13. The class could be interesting or boring. { }
14. The show was both enjoyable and it was educational. { }
15. The exam that he gave was short but difficulty. { }



16. He eats and slept only when he takes a vacation. {   }
17. I hoped not only to go to France for summer but also to lived there later  
on{   }
18. The papers were in the drawer or on my desk. {   }
19. Chatty was both beautiful and a talented girl. {   }
20. The checks will be ready not at noon but at 1: 00. {   }
21. My brother was nice and sincerely. {   }
22. My father wants not only fame but also money. {   }
23. They were not interested in what you say or what you did. {   }
24. Sham plays both the piano and guitar. {   }
25. The singer's voice was tender but strong. {   }

**THE KEY ANSWER OF PARALLEL STRUCTURE  
TRY OUT**

1. P
2. P
3. N
4. N
5. P
6. N
7. N
8. P
9. P
10. P
11. N
12. N
13. P
14. N
15. N
16. N
17. N
18. P
19. N
20. P
21. N
22. P
23. N
24. N
25. P

**STUDENTS' SCORE IN TRY OUT  
(ITEM DIFFICULTIES)**

<del>Ss' No</del>	Item	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	ST
1	Students	1	1	0	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	1	0	1	1	0	1	19
2	Students	1	1	1	0	1	1	1	1	1	0	0	1	0	0	1	1	0	0	0	0	0	1	0	0	1	13
3	Students	0	1	1	1	1	0	1	0	0	1	0	0	0	0	0	1	0	1	1	0	0	1	1	1	0	12
4	Students	0	0	1	1	1	0	0	0	1	0	0	1	0	0	0	1	1	1	1	0	0	0	0	0	0	10
5	Students	1	1	1	1	0	0	0	0	0	1	0	0	0	1	1	0	0	0	0	0	1	0	1	1	0	10
6	Students	1	0	1	1	1	0	1	1	1	1	0	1	0	1	1	0	0	0	0	0	0	0	1	1	0	13
7	Students	1	1	1	1	1	1	1	1	1	0	0	1	0	1	1	0	1	0	1	0	0	1	1	0	1	17
8	Students	1	0	0	1	1	0	0	0	1	0	1	0	0	0	1	0	0	1	1	0	0	0	0	0	1	9
9	Students	1	1	0	1	0	1	1	0	0	0	0	1	0	0	0	1	0	1	0	1	0	1	1	1	0	12
10	Students	1	0	0	1	1	1	0	0	1	0	1	0	0	1	0	1	0	0	1	1	0	1	1	0	0	12
11	Students	0	0	1	1	1	0	1	1	1	1	0	1	0	0	0	0	1	0	0	0	0	0	1	1	0	11
12	Students	1	0	0	0	1	0	0	0	1	1	1	0	0	1	1	0	0	1	1	0	0	1	1	0	1	12
13	Students	0	1	0	1	1	0	1	1	1	0	0	1	1	0	0	0	0	1	1	0	0	0	0	1	0	11
14	Students	1	0	1	0	1	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	1	1	0	1	8
15	Students	1	1	1	1	1	0	1	1	0	1	0	0	1	0	1	0	0	0	0	0	0	1	1	1	1	18
16	Students	1	0	0	0	1	0	0	0	1	1	0	0	0	1	0	0	0	0	1	0	0	1	0	1	1	9
17	Students	1	1	1	0	1	0	0	1	1	1	1	0	0	0	1	0	1	1	1	1	1	1	1	0	1	17
18	Students	1	1	0	0	1	1	1	1	1	0	0	0	0	0	1	1	0	1	1	0	0	0	1	0	0	12
119	Students	1	0	0	1	1	1	0	0	1	0	1	1	1	1	0	1	0	1	1	0	0	1	0	1	0	14
20	Students	0	0	1	0	1	1	1	0	1	0	1	1	0	0	1	1	0	0	1	0	0	1	1	1	1	14
21	Students	1	0	0	1	1	1	0	0	1	1	1	1	1	0	1	1	0	1	0	0	0	0	0	0	1	13
22	Students	0	0	1	1	1	1	0	0	1	0	1	1	1	0	0	1	0	0	0	0	0	1	0	0	0	10
23	Students	1	0	0	0	1	1	0	0	1	1	1	0	0	1	1	0	0	1	1	0	0	1	1	0	1	13
24	Students	1	0	0	0	0	1	1	0	0	0	1	0	1	0	1	1	0	0	1	0	0	0	1	0	0	9
25	Students	1	1	1	1	0	0	1	0	1	1	0	0	1	0	0	1	0	1	1	0	0	1	0	0	1	13
26	Students	1	1	1	1	1	0	0	0	1	0	0	0	0	0	0	1	1	1	0	1	1	1	1	0	0	12
27	Students	1	1	1	0	1	1	0	0	0	0	0	0	0	0	1	0	1	0	1	1	0	1	0	0	1	11
28	Students	1	0	1	1	1	1	1	1	1	0	0	0	1	1	1	0	1	0	1	0	0	0	1	0	0	14

29	Students	1	0	1	0	1	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	1	1	1	0	1	11
30	Students	1	1	1	0	1	0	0	0	0	0	0	0	0	1	1	0	0	0	0	1	0	1	1	0	0	8
R		24	14	18	18	26	14	15	11	22	11	11	12	10	11	17	14	8	14	19	7	5	18	19	12	14	
p		0.8	0.46	0.6	0.6	0.86	0.46	0.5	0.36	0.73	0.36	0.36	0.4	0.33	0.36	0.56	0.46	0.26	0.46	0.63	0.23	0.16	0.6	0.63	0.4	0.46	
q		0.2	0.53	0.4	0.4	0.13	0.53	0.5	0.63	0.26	0.63	0.63	0.6	0.66	0.63	0.43	0.53	0.73	0.53	0.36	0.76	0.83	0.4	0.36	0.6	0.53	
		R	A	A	A	R	A	A	A	R	A	A	A	A	A	A	A	R	A	A	R	R	A	A	A	A	
E/D		E				E				E								D			D	D					

$ST = \text{Students' total score}$

$$FV = \frac{R}{N}$$

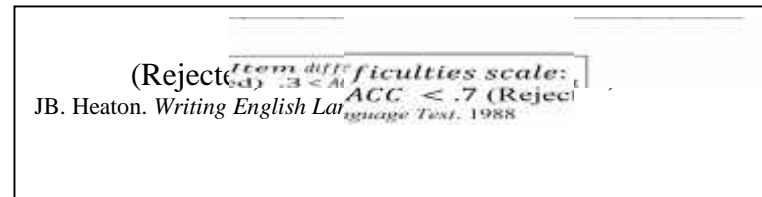
N = Number of Students taking the test

R = The number of correct answers

E/D = Easy / Difficult

R = Rejected

A = Accepted



Based on the table above, it can be seen that there are some items categorize as rejected items of the instruments. They are; items no 1, 5, 9, 17, 20, 21.

## THE TEST OF PARALLEL STRUCTURE

Direction:

4. This test is used for a scientific research.
  5. Write your answer on the provided answer sheet!
  6. Do as instructed below!
- 

**Please sign (P/N) in the provided bracket. If the statement is Parallel, please sign (P). If the statement is Not Parallel, please sign (N).**

**Example :**

**Is she coming to the party or going to the movie? {P}**

**Is she coming to the party or go to the movie? {N}**

26. Terry likes swimming and to dive. { }
27. He was not only an excellent student but also an outstanding athlete. { }
28. I needed to talk to the manager or needed his assistant. { }
29. I know both where you went and what you do. { }
30. He wants to watch TV or listen to some music. { }
31. There were students in the classroom and the library. { }
32. He was not only smart but also a handsome boy. { }
33. She invited us to her home but never talked with us. { }
34. I have been observing both what you eat and what you drink. { }
35. You can stay home or go to the movies with us. { }
36. I was there because I had to be and because I want to be. { }
37. We were told not only what to do but also thinking. { }
38. The class could be interesting or boring. { }
39. The show was both enjoyable and it was educational. { }
40. The exam that he gave was short but difficulty. { }

41. He eats and slept only when he takes a vacation. {   }
42. Mr. Setiawan not only writes many books but also gave many trainings.{   }
43. The papers were in the drawer or on my desk. {   }
44. Chatty was both beautiful and a talented girl. {   }
45. She likes to look but not to listen. {   }
46. My best friend took me dancing and to a show. {   }
47. My father wants not only fame but also money. {   }
48. They were not interested in what you say or what you did. {   }
49. Sham plays both the piano and guitar. {   }
50. The singer's voice was tender but strong. {   }

## **THE KEY ANSWER OF PARALLEL STRUCTURE TEST**

1. P
2. P
3. N
4. N
5. P
6. N
7. N
8. P
9. P
10. P
11. N
12. N
13. P
14. N
15. N
16. N
17. N
18. P
19. N
20. P
21. N
22. P
23. N
24. N
25. P

### STUDENTS' SCORE IN PARALLEL STRUCTURE TEST

Students No.	Score		Category
	Right Answer	Individual Score	
Student 1	17	68	Good
Student 2	23	92	Very good
Student 3	12	48	Less
Student 4	19	76	Good
Student 5	15	60	Enough
Student 6	15	60	Enough
Student 7	17	68	Good
Student 8	15	60	Enough
Student 9	12	48	Less
Student 10	12	48	Less
Student 11	15	60	Enough
Student 12	18	72	Good
Student 13	19	76	Good
Student 14	10	40	Fail
Student 15	12	48	Less
Student 16	12	48	less
Student 17	20	80	Very good
Student 18	18	72	Good
Student 19	17	68	Good
Student 20	18	72	Good
Student 21	18	72	Good
Student 22	15	60	Enough
Student 23	7	28	Fail
Student 24	18	72	Good
Student 25	17	68	good
Student 26	20	80	Very good
Student 27	18	72	Good
Student 28	17	68	Good
Student 29	20	80	Very good
Student 30	23	92	Very good
Student 31	13	52	Less
Student 32	18	72	Good

Total item = 25 items

$$\therefore \text{S'ind Score} = \frac{\text{Right Aanswer}}{\text{No of item}} \times 100$$

100 = Standard mark

$$S = R/N \times 100$$



## **Writing Narrative Paragraph Test**

Direction:

1. This test is used for a scientific research.
  2. Choose one of the interesting topics provided given!
  3. Write a narrative paragraph! You are required to write 100 words or more.
  4. The topics are as follows:
    - a) My last experience
    - b) My unforgettable memory
    - c) Toba lake
    - d) Cinderella
-

*Name* :

*Class* :

*SIN* :

[illegible]

### ASSESSMENT ASPECTS OF WRITING NARRATIVE PARAGRAPH

No	Aspects Assessed	Score			
		1	2	3	4
1	Content				
2	Organization a. Orientation b. Complication c. Resolution				
3	Vocabulary				
4	Grammatical Features a. Action Verb b. Temporal Connectives c. Past Tense				
5	Spelling & Punctuation				
Total					
Maximum Score		20			

Explanation of score:

1 = incompetent

2 = competent enough

3 = competent

4 = very competent

$$\text{Final Score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 80$$

### THE DRAW SCORE TEST OF ASSESSMENT ASPECTS OF WRITING NARRATIVE PARAGRAPH

No	Student	Writing Skills																				Total
		Content				Organization 1. Orientation 2. Complication 3. Resolution				Vocabulary				Grammatical Features 1. Action Verb 2. Temporal Connectives 3. Past tense				Spelling & Punctuation				
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			
1.	Student			V				V				V				V				V		15
2.	Student			V					V				V			V					V	18
3.	Student			V				V			V				V				V			13
4.	Student				V				V				V				V			V		19
5.	Student		V				V				V				V			V				10
6.	Student			V				V				V				V			V			16
7.	Student			V					V				V			V					V	18
8.	Student			V				V				V				V			V			15
9.	Student			V				V				V				V			V			15
10.	Student		V					V				V				V			V			14
11.	Student			V					V				V			V					V	15
12.	Student			V					V				V				V				V	19
13.	Student				V				V				V			V					V	19
14.	Student				V				V				V			V					V	16
15.	Student			V				V			V				V				V			13
16.	Student				V				V				V			V					V	19
17.	Student				V				V				V				V				V	20

18.	Student				V				V				V				V				V	20
19.	Student			V					V				V			V					V	18
20.	Student				V				V				V			V					V	19
21.	Student				V				V				V				V				V	20
22.	Student			V					V				V			V					V	16
23.	Student				V				V				V			V					V	16
24.	Student				V				V				V			V					V	19
25.	Student				V				V				V			V					V	19
26.	Student				V				V				V				V				V	20
27.	Student				V				V				V			V					V	19
28.	Student			V				V				V				V				V		15
29.	Student				V				V				V			V					V	19
30.	Student			V					V				V			V					V	18
31.	Students			V				V			V				V					V		13
32.	Students			V				V				V				V				V		15

Pekanbaru, 25 February 2010  
RATER I

(Yasir Amri, M. Pd)

## STUDENTS' SCORE OF WRITING NARRATIVE PARAGRAPH

Students' No	Total Score	Final Score
Students 1	15	60
Students 2	18	72
Students 3	13	52
Students 4	19	76
Students 5	10	40
Students 6	16	64
Students 7	18	72
Students 8	15	60
Students 9	15	60
Students 10	14	56
Students 11	15	60
Students 12	19	76
Students 13	19	76
Students 14	16	64
Students 15	13	52
Students 16	19	76
Students 17	20	80
Students 18	20	80
Students 19	18	72
Students 20	19	76
Students 21	20	80
Students 22	16	64
Students 23	16	64
Students 24	19	76
Students 25	19	76
Students 26	20	80
Students 27	19	76
Students 28	15	60
Students 29	19	76
Students 30	18	72
Students 31	13	52
Students 32	15	60

Pekanbaru, 25 Februari 2011  
RATER I

(Yasir Amri , M.Pd)

### THE DRAW SCORE TEST OF ASSESSMENT ASPECTS OF WRITING NARRATIVE PARAGRAPH

No	Student	Writing Skills																				Total
		Content				Organization 4. Orientation 5. Complication 6. Resolution				Vocabulary				Grammatical Features 4. Action Verb 5. Temporal Connectives 6. Past tense				Spelling & Punctuation				
														1	2	3	4					
1.	Student				V				V			V				V				V		17
2.	Student				V				V			V				V					V	18
3.	Student			V			V					V				V					V	15
4.	Student			V				V				V					V				V	17
5.	Student		V				V				V				V					V		11
6.	Student			V				V				V				V				V		15
7.	Student			V				V				V			V					V		14
8.	Student			V			V					V				V				V		14
9.	Student			V				V				V			V						V	15
10.	Student			V				V			V					V				V		14
11.	Student		V				V					V			V					V		12
12.	Student			V				V			V			V						V		12
13.	Student				V			V					V			V					V	18
14.	Student			V			V					V			V					V		13
15.	Student			V				V			V				V					V		13
16.	Student		V					V				V			V					V		13
17.	Student			V				V				V				V				V		15

18.	Student		V				V				V			V					V		12
19.	Student			V				V			V				V				V		15
20.	Student			V			V				V			V					V		13
21.	Student		V				V				V				V				V		13
22.	Student		V				V			V				V					V		11
23.	Student		V					V			V		V						V		12
24.	Student			V				V		V				V				V			12
25.	Student		V				V				V				V				V		13
26.	Student			V				V			V					V				V	17
27.	Student			V				V			V					V				V	17
28.	Student			V					V		V				V					V	17
29.	Student			V					V		V				V					V	17
30.	Student				V				V			V			V					V	19
31.	Students			V					V			V			V					V	15
32.	Students		V				V				V				V					V	13

Pekanbaru, 25 February 2010  
RATER II

(Jonri Kasdi, S. Pd. I)



## STUDENTS' SCORE OF WRITING NARRATIVE PARAGRAPH

Students' No	Total Score	Final Score
Students 1	17	68
Students 2	18	72
Students 3	15	60
Students 4	17	68
Students 5	11	44
Students 6	15	60
Students 7	14	56
Students 8	14	56
Students 9	15	60
Students 10	14	56
Students 11	12	48
Students 12	12	48
Students 13	18	72
Students 14	13	52
Students 15	13	52
Students 16	13	52
Students 17	15	60
Students 18	12	48
Students 19	15	60
Students 20	13	52
Students 21	13	52
Students 22	11	44
Students 23	12	48
Students 24	12	48
Students 25	13	52
Students 26	17	68
Students 27	17	68
Students 28	17	68
Students 29	17	68
Students 30	19	76
Students 31	15	60
Students 32	13	52

Pekanbaru, 25 Februari 2011  
RATER II

(Jonri Kasdi , S.Pd.I)

# DATA ANALYSIS FROM SPSS 16.0 VERSION

```
FREQUENCIES VARIABLES=X
  /NTILES=4
  /STATISTICS=STDDEV VARIANCE RANGE MINIMUM MAXIMUM SEMEAN MEAN MEDIAN MO
DE SUM SKEWNESS SESKEW KURTOSIS SEKURT
  /HISTOGRAM NORMAL
  /FORMAT=DVALUE

  /ORDER=ANALYSIS.
```

## Frequencies

[DataSet1] F:\data mentah.sav

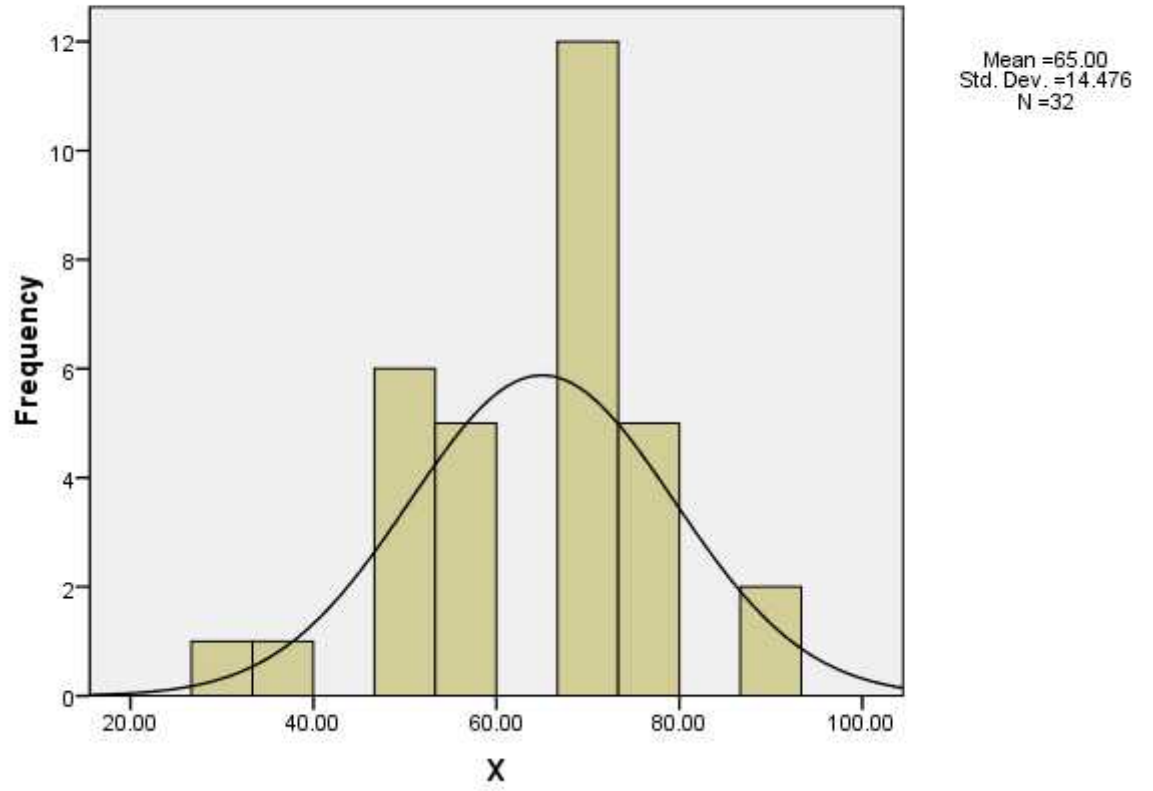
### Statistics

X		
N	Valid	32
	Missing	0
Mean		65.0000
Std. Error of Mean		2.55898
Median		68.0000
Mode		72.00
Std. Deviation		14.4758E1
Variance		209.548
Skewness		-.442
Std. Error of Skewness		.414
Kurtosis		.231
Std. Error of Kurtosis		.809
Range		64.00
Minimum		28.00
Maximum		92.00
Sum		2080.00
Percentiles	25	54.0000
	50	68.0000
	75	72.0000

**X**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	28	1	3.1	3.1	3.1
	40	1	3.1	3.1	6.2
	48	5	15.6	15.6	21.9
	52	1	3.1	3.1	25.0
	60	5	15.6	15.6	40.6
	68	5	15.6	15.6	56.2
	72	7	21.9	21.9	78.1
	76	2	6.2	6.2	84.4
	80	3	9.4	9.4	93.8
	92	2	6.2	6.2	100.0
Total		32	100.0	100.0	

Histogram



```

FREQUENCIES VARIABLES=Y
  /NTILES=4
  /STATISTICS=STDDEV VARIANCE RANGE MINIMUM MAXIMUM SEMEAN MEAN MEDIAN MO
DE SUM SKEWNESS SESKEW KURTOSIS SEKURT
  /HISTOGRAM NORMAL
  /FORMAT=DVALUE

  /ORDER=ANALYSIS.

```

## Frequencies

[DataSet1] F:\data mentah.sav

### Statistics

Y		
N	Valid	32
	Missing	0
Mean		61.8750
Std. Error of Mean		1.49983
Median		6.2889E1 <sup>a</sup>
Mode		64.00
Std. Deviation		8.48433
Variance		71.984
Skewness		-.443
Std. Error of Skewness		.414
Kurtosis		-.198
Std. Error of Kurtosis		.809
Range		32.00
Minimum		42.00
Maximum		74.00
Sum		1980.00
Percentiles	25	5.6000E1 <sup>b</sup>
	50	62.8889
	75	68.6667

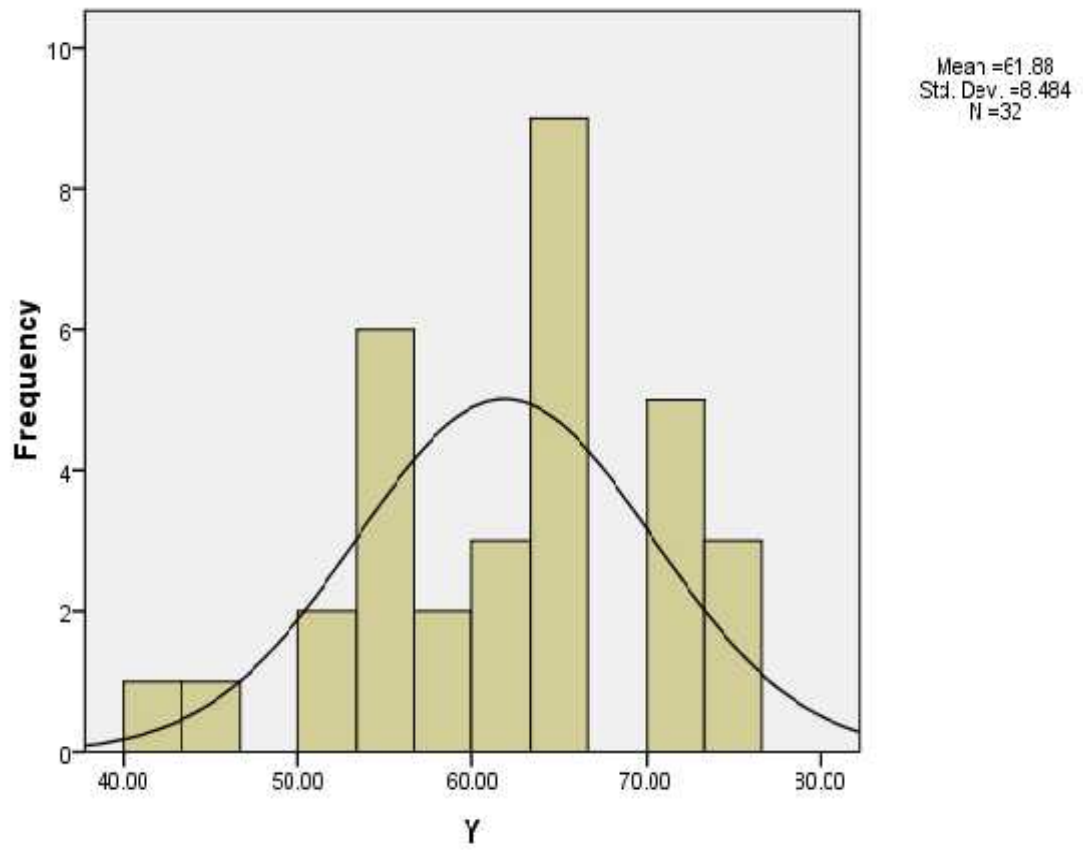
a. Calculated from grouped data.

b. Percentiles are calculated from grouped data.

Y

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	42	1	3.1	3.1	3.1
	44	1	3.1	3.1	6.2
	50	1	3.1	3.1	9.4
	52	1	3.1	3.1	12.5
	54	2	6.2	6.2	18.8
	56	4	12.5	12.5	31.2
	58	2	6.2	6.2	37.5
	60	1	3.1	3.1	40.6
	62	2	6.2	6.2	46.9
	64	7	21.9	21.9	68.8
	66	2	6.2	6.2	75.0
	70	1	3.1	3.1	78.1
	72	4	12.5	12.5	90.6
	74	3	9.4	9.4	100.0
Total		32	100.0	100.0	

Histogram



```

CORRELATIONS
  /VARIABLES=X Y
  /PRINT=TWOTAIL NOSIG
  /STATISTICS DESCRIPTIVES XPROD

  /MISSING=PAIRWISE.

```

## Correlations

[DataSet1] F:\data mentah.sav

**Descriptive Statistics**

	Mean	Std. Deviation	N
X	65.0000	14.47579	32
Y	61.8750	8.48433	32

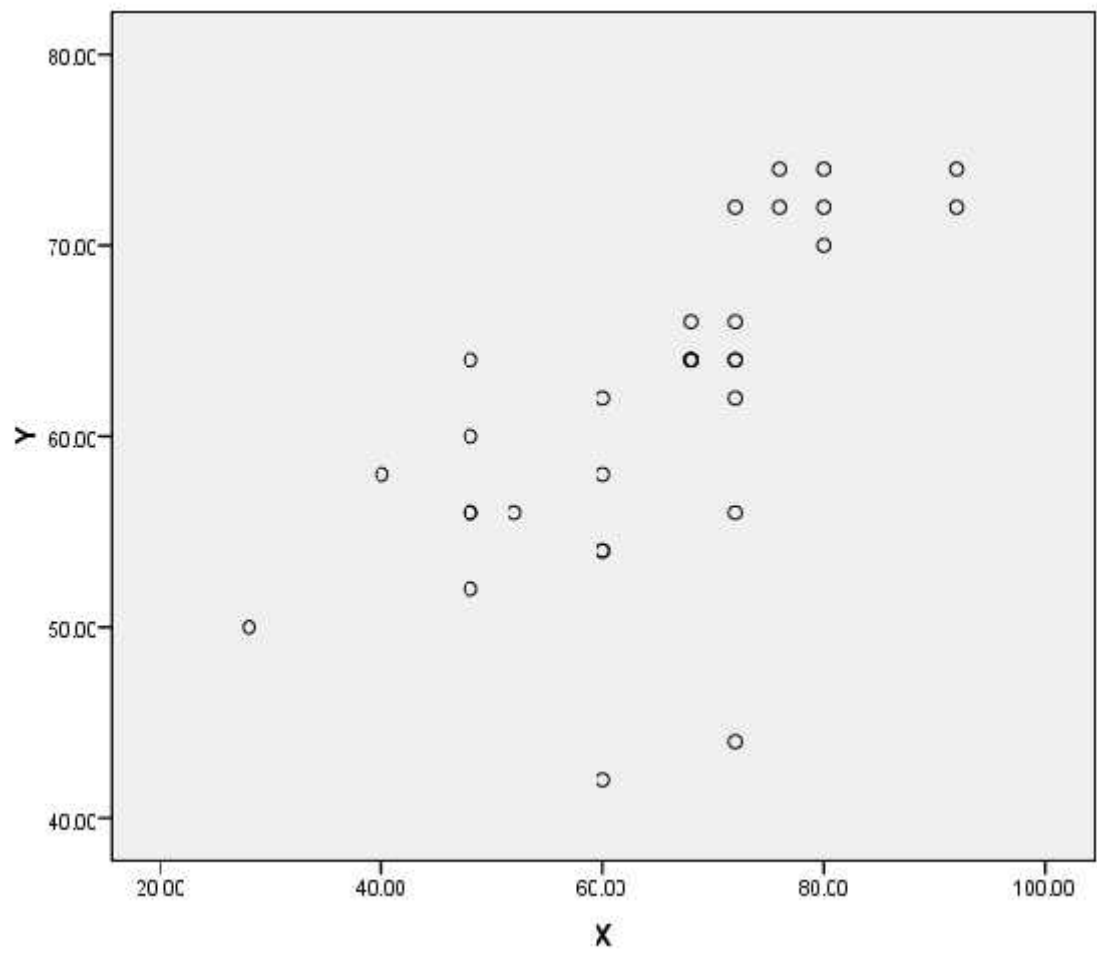
**Correlations**

		X	Y
X	Pearson Correlation	1	.650**
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	6.496E3	2.476E3
	Covariance	209.548	79.871
	N	32	32
Y	Pearson Correlation	.650**	1
	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	2.476E3	2.232E3
	Covariance	79.871	71.984
	N	32	32

\*\* . Correlation is significant at the 0.01 level (2-tailed).



**Graph (SCATTER PLOT)**



# Narrative Paragraphs

[Page history](#) last edited by PBworks 5 years ago

- **Narration:** A story that is written to explain what, when, and who. It reveals what a reader should learn. Narration paragraphs are usually written in chronological order.

It should make a clear point: it should bring to life a moral, lesson, or idea.

While it is true a narrative is a story, there is more in the telling of the story. The narrative, or story, needs to make the reader feel involved, teach a lesson, help get an idea across, or feel emotionally about it. The narrative needs to explain who is in the story, tell what is happening, and when it happened. The topic sentence needs to be clear so the reader knows they are going to learn something from the story. The story itself is written in time, or chronological order, as the events occurred.~ Mary M.

**Common Transitional expressions** used in a narrative paragraph are after, finally, soon, as (soon as), later, then, before, meanwhile, upon, during, next, when, first, now, and while.

A good way to plan for a well developed paragraph is to write out a topic sentence, then write events in chronological order and then write a conclusion. This is a good way to make sure you stay on topic and that all the events are in the correct order.

- 
- **Here are some examples of a Narrative Paragraph:**

## Peddling On My Own

Learning how to ride a bike for the first time was a nerve racking independent moment. I was about five years old when my sister informed me that I was too old to still be riding a bike with training wheels. That was the time I decided not to depend on them anymore. Even though I had some doubt, my sister and I went

outside and started to take the little wheels off my bike. After my bike went through the transformation, I was now ready for the big moment. With butterflies in my stomach, I slowly got on the bike, and with my shaky hands, I gripped the handles tightly. Meanwhile my sister was holding on to me to help keep my balance. I was so afraid she would let go, yet I was determined to ride this bike on my own. Next with a little push from her, I started to peddle. The faster my bike went the faster my heart raced. Finally I looked back nervously and noticed that my sister let go of my bike a long time ago. I was so excited that I accomplished freedom on my bike that I forgot to peddle. The next step I remember, I was lying on the ground, yet I did not care because of the adrenaline rush. I will never forget the exhilarating moment and growing up stage of riding a bike without training wheels.

~© Fallon Fauque 2005~

---

### **My Most Embarrassing Moment**

The most embarrassing moment of my sophomore year was how I earned my nick name, Crash. It all started right after school when I turned on to the busiest street by the school. First I pulled up right behind this truck at a stop sign. After a second, a fellow older student told me that I was really close and that I was going to hit the truck in front of me. At the moment I was trying to tell the kid that I was giving a ride to to get back in the car because he was hanging out the window. Since I was distracted, I thought the long line of traffic had started to move, but it hadn't. In the blink of an eye I hit the back of the truck in front of me. The devastation sunk in. I was so worried that I damaged the truck, but all that I did was scratch his bumper. Lucky for him! Then it came time to look at my car. My car was ruined. The hood was buckled, the front end was pushed back, and my headlights were broken. Humiliated and scared, I still had to drive my totaled care home. During School that year, I never did hear the end of what had happened that day.

~© Tiffany Haggerty~

---

### **My Favorite Family Experience**

One of my favorite family experiences was when I went to see Anne Frank's (a Jewish victim of the Nazi persecution during World War II) hideout in Amsterdam, Holland. I had read Anne's published diary when I was younger, so I was extremely thrilled to actually have the chance to see where she and her family hid from the Germans for so many months. I walked up the stairs of an apartment building and into a room with only a bookshelf in it. From what I remembered

from reading the diary, there was a doorknob behind the books. I found the doorknob and turned it and there was the secret annex. When I stepped into the room behind the bookshelf, I felt as if I had stepped back into history. I found Anne's room still with pictures of her favorite celebrities on her walls. The Frank family's furniture was still placed where they had left them in the rooms, everything just as described in the diary. I toured each room in awe of actually seeing how they had lived, yet with sadness to know how it all ended. Anne's diary was no longer just a book to me, but true heart-felt, emotional life story written by a girl I felt I almost knew.

~© Denise Rafferty~

---

Here is my narrative paragraph, "**Kaleb Likes To Mop**" My transitional phrases are then, immediately, meanwhile, later, and last summer. This paragraph was based on a true story about my 5 yr old. I wrote this so I could always remember the funny and sweet things kids do. I revised this slightly according to Ms. Carters comments when the paper was returned. The sentence towards the end, "My heart warmed, and I wished that moments like those could remain in my heart forever; but sadly, memories fade and little boys grow up.", expresses my emotional response to the interaction, but I think it could be worded better. If you would like to give me any suggestions or comments, please do.

### **Kaleb likes to Mop**

Recently, I held an amusing and memorable conversation with my son, who began kindergarten this year, on the subject of mopping. My 5 year old son, Kaleb, claimed my Swiffer mop as his own, and he enjoys mopping my kitchen and hardwood floors. Last summer, while I was watching him eagerly mop my floors, he suddenly exclaimed, "I'm just like a janitor!" Amused, and somewhat surprised at his thoughtful comparison, I smiled and answered, "Yes, you are like the school janitor Mr. Bruce." Immediately, a bright smile came to his face, and he agreed with obvious pride and delight, "Yes, I am like Mr. Bruce." Then I told him that maybe someday, when he was a bigger boy like his brother, he could help Mr. Bruce mop the floors at school. Upon hearing that, he told me excitedly, "I'm going to help Mr. Bruce at school; I could be the one to mop the hallways". Meanwhile, Kaleb put his mop away and moved on to his next activity. I assumed he would forget about our conversation. Later, on the first day of kindergarten, I was listening to Kaleb's brother help him prepare his backpack, making sure he had the pencils, erasers, and supplies he needed on his first day of school, when I overheard Kaleb say earnestly, "Should I take my mop?" My older son and I refrained from laughing so we wouldn't embarrass him, and told him gently that no; he wouldn't be needing his mop today. My heart warmed, and I wished that moments like those could remain in my heart forever; but sadly, memories fade

and little boys grow up. Maybe someday when he is a bigger boy, Kaleb will help Mr. Bruce mop the school hallways, but in the meanwhile he'll have to be satisfied with helping his Mom mop floors at home.

~© 2005 Kelly Byron~

---

### **A Once In a Life Time Experience**

The one day I spent in Morocco, Africa was an experience of a lifetime. When I finally reached Morocco and got off the bus, there were four little girls standing shoeless in the hot sun. After I swallowed my tears, I could not even try to picture this in America as it is not something you often see in the U.S. Meanwhile my tourist guide instructed me not to give them money as it encouraged the children to beg; however, I was wearing four silver bracelets. As I walked over to the girls, their eyes watched my every move. Then I kneeled down to their level while I gave each girl a bracelet. They stood there gleaming at me, for they were pleased. I felt completely in disbelief that this tiny gesture could mean so much. Though this experience was upsetting, and a huge culture shock, it will stay with me forever.

~© Kayla Marie Anfinson 2005~

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### **Worst Day**

My fathers name is Robert Oeleis, he died on Aug 28th 2003 of a heart attack. It was about six in the morning I was sleeping restlessly and the phone rang and I missed it then it rang again. I saw it was my fathers house calling to get me up for the first day of school. To my surprise it was my stepmother crying on the other line. This was the start of the worst day of my life in the short seventeen years I had been alive. She proceeded to tell me that my father has had a heart attack and the ambulance had came and got him. Then the horror began I asked he's ok right he's going to be ok . With sorrow in her voice she said Jace he's dead. Know I started crying and disbelief and ran to my moms room screaming and yelling. Later my family gathered and remembered the day that I recall as the worst day of my life.

~© Jace Oeleis~

### **My First Time In The Emergency Room**

I went to the Emergency Room for the first time when I was thirteen years old. It all came about when I was skateboarding in front of my grandma's house and I

tried to do a trick. I almost pulled it off, but I messed it up in the end and headed to the ground with my hands down. My right wrist was twisted the wrong way in the air when I landed hard on the ground, it just broke it. At first it did not hurt at all, but when I looked down at my warped and twisted wrist, all of a sudden excruciating pain rushed through my wrist and I came unglued. Rolling around on the ground yelling and cussing in pain, my parents saw what happened and came running to my aid. My dad started moving it around saying, "it's not broken," as my mom was saying over and over again we need to go to the emergency room to get the real diagnosis. After about fifteen minutes of yelling and screaming, I finally got up and held my wrist as I walked to the car. The whole way to the ER the pain got worse and worse. Later I found out the increase in pain was due to massive swelling against the broken bone. I had to sit in the waiting room for almost an hour which seemed like forever. After waiting impatiently, I finally got into the doctor's office where I got an X-Ray and found out my wrist was truly broken.

~Copyright 2005 Zach Younggren~

### **Cost of making people proud**

Sometimes the cost of making people proud can be nerve racking, but it is usually worth it. After two and a half months of planning and three days of beautiful weather, I finished my boy scout Eagle project. It was the biggest project I had ever taken on; by myself I was in charge of getting a hold of permits, donations of food and paint, and organizing volunteers so that the underpass on first avenue north could be repainted. I sat on an old couch in an even older building waiting outside an office filled with a council of people that had the authority to say "this project wasn't good enough" or "you didn't show enough leadership". Needless to say, it was a little intimidating. The environment alone had me stressing. There was a clock above the doors that separated me from the council, and every time I looked at it, I could hear it stealing the precious time I needed to do last minute preparations, click after click after click. My heart was racing as I tried to think of everything they could possibly ask in hopes of anticipating what was going to happen. Finally when the man opened the doors and told me that they were ready for me, I thought I was going to faint. I felt like I was a blind man entering a room I have never been in. I did not know what to think. When I got inside it wasn't what I thought. I had imagined in all my worrying that I was going to be interrogated. I would sit at the end of a long generic table with the only light in the room pointed at me while countless people threw questions at me all at once. I found myself instead in a formal setting. I was asked to sit down, and the questioning began. They didn't throw the questions at me, but gave them to me one at a time. During the session I realized that I had prepared well. To this day the only thing that made all the stressful anticipation worth it was the day of my award ceremony. All the people that helped me along the way were there to

congratulate me. As I stood in front of them I could tell what they were thinking they were proud of me. No matter how old a person is, there is always someone that they want to make proud, and the sacrifices that are necessary are almost always worth the reward.

by Andrew White

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## **LIST OF CHART**

IV. 1	The Frequency of Students' Parallel Structure Mastery .....	62
IV. 2	The Frequency of Students' writing Narrative Ability .....	65

## LIST OF TABLE

Table III.1	The Population and The Sample of the Second Year Students' of SMAN 1 Kuantan Hilir .....
Table III.2	Assessment Aspects of Writing Narrative Paragraph .....
Table III.3	The Classification Students' Score in Grammar .....
Table IV.1	The Classification of Students' Score .....
Table IV.2	Students' Right Answer of Parallel Structure test .....
Table IV.3	The Classification of Students' Score in Grammar .....
Table IV.4	Students' Score of Parallel Structure Mastery .....
Table IV.5	Percentage of Parallel Structure Mastery .....
Table IV.6	The Distribution Frequency of Students' Parallel Structure Mastery .....
Table IV.7	The Total Score of Writing Narrative Paragraph .....
Table IV.8	Assessment Aspects of Writing Narrative Paragraph .....
Table IV.9	Students' Recapitulation Score of Writing Narrative .....
Table IV.10	Students' Score in Writing Narrative Paragraph .....
Table IV.11	The Distribution of Frequency of Students' Writing Narrative Paragraph Ability .....
Table IV.12	The result of variable X and Y .....
Table IV.13	Students' Parallel Structure Scores .....
Table IV.14	Mean and Standard Deviation of parallel structure score .....
Table IV.15	Students' Writing Narrative Paragraph Ability .....
Table IV.16	Mean and Standard Deviation of Narrative Paragraph Scores ...
Table IV.17	Descriptive Statistics .....
Table IV.18	Correlations .....